

# MATERIALS FOR READING COMPREHENSION

Teacher-created Materials Supported by Spin Wheel Games for Reading Comprehension

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Note of acceptance

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## MATERIALS FOR READING COMPREHENSION

**Abstract**

This qualitative descriptive action research study explores the results of designing and implementing teacher -created materials supported by spin wheel games in fifth graders' reading comprehension of a female bilingual private institution. This study was conducted with a group of fifteen girls who had some difficulties when understanding and interpreting written texts. The instruments used to gather the data were a survey, students' artefacts with the corresponding self-assessment section, teachers' field notes and a focus group interview. The findings suggested that first, informed contextualized materials and strategy-based learning activities with a communicative purpose fostered the students' engagement with the teacher-created materials; second, spin wheel games with communicative purposes and the affective bounces involved in them showed the merits and demerits of this type of games. Finally, prior knowledge, imagery, making connections, inquiring and synthetizing were explicit strategies that enhances reading comprehension.

***Keywords:*** materials development, spin wheel games, reading comprehension

## MATERIALS FOR READING COMPREHENSION

**Resumen**

Este estudio cualitativo de investigación acción explora los resultados del diseño e implementación de materiales creados por la maestra, apoyados en juegos de ruleta para la comprensión lectora de grado quinto en una escuela femenina privada bilingüe. El estudio se realizó con un grupo de quince niñas que presentaban dificultades para entender e interpretar textos escritos. Los instrumentos utilizados para recopilar la información fueron los artefactos de las estudiantes con la correspondiente sección de autoevaluación, las notas de campo de la profesora, una encuesta y una entrevista focal. Los hallazgos sugieren que, en primer lugar, los materiales contextualizados y las actividades de aprendizaje basadas en el uso explícito de estrategias con un propósito comunicativo fomentaron el compromiso de los estudiantes con los materiales creados por el maestro. En segundo lugar, los juegos de ruleta con fines comunicativos y los desbalances afectivos implicados en ellos mostraron los méritos y aspectos a evaluar de este tipo de juegos. Finalmente, el conocimiento previo, las imágenes, las conexiones con el texto, la indagación y la síntesis fueron estrategias explícitas que mejoraron la comprensión de lectura.

***Palabras clave:*** desarrollo de materiales, juegos de ruleta, comprensión de lectura

## MATERIALS FOR READING COMPREHENSION

### Resumen Analítico En Educación - RAE

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#### Description

This action research study aimed at exploring and describing the impact of teacher- created materials supported by spin wheel games for reading comprehension. It involved students' artefacts, a teacher's journals and a focus group interview as the three main instruments to collect data. The sample population were 11 fifth graders of a private bilingual school from Bogotá that were selected using the convenience sampling technique.

The study had three constructs underpinning the research question: materials development, spinning wheel games and reading comprehension. Concerning Materials Development (MD hereafter) scholars like Núñez and Téllez (2015), Núñez, Téllez and Castellanos (2013), Ramos and Aguirre (2014), and Tomlinson (2012) agreed with the fact of establishing MD as a field of study that entails the creation of materials for teaching. Related to spin wheel games, the authors Haycraft (1978), Turtledove (1996), and Wright, Betteridge and Buckby (1984) proffered games as activities to enhance motivation and foster cognitive challenge. Finally, according to Pardo (2004), Snow (2002), and Woolley (2011) reading comprehension encompasses the process of interacting with the text to construct meaning.

After supporting the study with the theoretical frame and using the information provided by the data gather instruments, the findings suggested that the students engaged with contextualized strategy based purposeful teacher-created materials since they were informed, personalized and implied the use of cognitive strategies that fostered communication. The spinning wheel games had merits and demerits; on the one hand, they benefited students as they increased motivation and relaxation; on the other hand, they were an obstacle because they did not match with the students' personality. Lastly, other finding suggested that the use of explicit strategy instruction enhanced reading comprehension since the prior knowledge, the imagery and the questions helped students make connections. It also promoted inferring and summarizing.

## MATERIALS FOR READING COMPREHENSION

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## MATERIALS FOR READING COMPREHENSION

### Content

This research study comprises five chapters. The first one has the statement of the problem, the research question, both the general and the specific objectives, eight national and international related studies, the setting and the rationale. The second chapter encompasses the theoretical frame concerning the three constructs underpinning the research question. The third chapter entails the methodological design along with the research and the instructional design. The fourth chapter underscores the findings of the study supported by the information gather with the three instruments. Finally, the fifth chapter appraises the conclusions and pedagogical implications for further investigations.

### Methodology

The qualitative approach framed this action research study, which aimed at describing the impact of teachers created material supported by spin wheel games for reading comprehension in fifth graders of a private school. The participants included 11 fifth graders selected with the convenience sampling technique that Ross (2005) contended, and the teacher as both researcher and materials developer in words of Núñez and Téllez (2009). To collect data the study used three instruments; first, the students' artefacts because they were samples of the things students did like Lankshear & Knobel (2004) stated. Second, the field notes because they were written during the implementation and finally the focus group interview since they comprised the perspectives of the population. The information was analyzed using the grounded approach, organized using the color coding technique and validated using a theoretical and a methodological triangulation.

In the instructional design, the pedagogical intervention consisted of the creation and implementation of six worksheets created for the students supported by Second Language Acquisition principles (Tomlinson 1998). It had its respective main and specific objectives and it was innovative as the materials contended the transdisciplinary themes worked on the international syllabus of the school. It also adapted the inquiry phases of the school's methodological approach (using prior knowledge, making questions, planning and conducting action, presenting results and drawing conclusions) to support reading comprehension as a response to fifth graders' needs, which is certainly a sign of innovation according to Núñez, Téllez and Castellanos (2012, 2017a, 2017b). It was also considered the nature of language in a cultural perspective and the nature of learning within the role of affect. To finish, the creation and implementation of the materials comprised a methodological framework, whose phases were identifying local needs, selecting the transdisciplinary themes, writing an informed consent, sensitizing students, implementing the materials and reflecting and adjusting where necessary.

### Conclusions

There were various conclusions after this study. The first one proffered that contextualized materials enhanced students' self-investment; therefore, confidence, autonomy and independence. They also demonstrated that were effective socio-cultural resources to respond to the context's needs, which included students' needs, teachers' needs and the school's needs. Concerning the spin wheel games, it was remarked that they were crucial to facilitate engagement and increase motivation; in contrast, they also became an obstacle since they offered actions that were opposite to some students' personality traits. As a final point, reading comprehension was utterly boosted by the use of prior knowledge and imagery. It was also concluded that reading comprehension strategies permitted students to draw conclusions and construct meaning through the interaction with the text using the inquiry phases.



## MATERIALS FOR READING COMPREHENSION

**Table of Contents**

Acknowledgements.....	iii
Abstract .....	iv
Resumen .....	v
Resumen Analítico En Educación - RAE .....	vi
Table of Contents.....	ix
List of Diagrams .....	x
List of Figures.....	x
List of Tables .....	x
Introduction .....	1
Chapter I.....	3
Research Problem .....	3
Statement of the Problem.....	3
Research question.....	4
Research objectives .....	4
General objective. ....	4
Specific objectives. ....	4
Related Studies.....	4
Setting .....	7
Rationale .....	8
Chapter II.....	10
Literature Review .....	10
Materials Development.....	10
Understanding what materials are .....	11
Presenting materials typology. ....	12
Materials Demands. ....	13
Teacher-created worksheets .....	13
Games .....	13
Defining games.....	13
Benefits of games .....	14
Games in the EFL classroom.....	15
Types of games in EFL classroom.....	15
Literacy .....	16
Reading. ....	17
Reading as a skill. To understand reading as a skill it is important to differentiate skill from strategy. In this order of ideas, .....	17
Reading as a process. ....	18
Reading in the EFL classroom. ....	18
Reading comprehension in the EFL classroom. ....	20
Reading Strategies .....	20
Chapter III .....	22
Methodological Design .....	22
Research Design.....	22
Approach. ....	22
Type of study. A .....	23

## MATERIALS FOR READING COMPREHENSION

Participants.....	23
Data gathering instruments.....	25
Instructional Design .....	27
Pedagogical Intervention.....	27
Main instructional objective and specific objectives.....	29
Intervention as an innovation.....	29
The theory of the nature of language and language learning.....	32
Methodological approach underlying the pedagogical intervention.....	33
Relation of research question with the pedagogical intervention .....	33
Instructional phases.....	34
<i>Sample Worksheet</i> .....	39
Chapter IV .....	47
Data Analysis and Findings.....	47
Data Analysis Procedure.....	47
Research Categories .....	49
Engagement with contextualized strategy based purposeful teacher-created materials.....	50
Merits and demerits of the spin wheel games .....	57
Explicit strategy instruction for reading comprehension.....	66
Chapter V .....	76
Conclusions and Pedagogical Implications .....	76
Conclusions.....	76
Pedagogical Implications.....	77
Further research Questions .....	79
References .....	80
Appendix A .....	92
Appendix B.....	96
Appendix C.....	97
Appendix D .....	100

### List of Diagrams

Diagram 1. Proposed Framework for MD .....	35
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### List of Figures

Figure 1. Spin Wheel .....	37
----------------------------	----

### List of Tables

Table 1. Research Categories .....	49
------------------------------------	----

## MATERIALS FOR READING COMPREHENSION

### **Introduction**

The international Baccalaureate program stated their commitment to support “Multilingualism as fundamental to increasing intercultural understanding and international-mindedness” (International Baccalaureate (IB henceforth), 2014, p. 1). At the national level, the Ministry of Education with the National Program of Bilingualism (2014; 2019) and the English Standards, established the communicative competence in English as essential for the globalized world. Thus, I decided to conduct this qualitative action research study aiming at describing the impact of teacher-created materials supported by spin wheel games in fifth graders’ reading comprehension for English as a foreign Language (EFL hereafter) at The Gimnasio Femenino.

Although the school has plenty of materials to support the girls’ process, those resources are for English spoken people, so they do not respond to students’ language learning, affective, social, cultural and historical needs. Subsequently, I intended to respond to the imperialism of English spoken publishing houses materials underpinned by Eurocentrism, that is to say I tracked and assessed teachers- created materials concerning The Gimnasio Femenino’s fifth graders who required materials for their own EFL classroom. Therefore, it is important to consider what scholars such as Freire (1985), Giroux and Simon (1988), Kumaravadivelu (2014) and Littlejohn (2011) agreed on saying towards the role of teachers as reflective, critical, transforming actors. We as teachers act with consciousness of the social aspects we may transform, through our teaching practices and the physical and non-physical resources we tailor for the learners, whoever they are.

This document is divided into five chapters. The first presents the statement of the problem, research question, general and specific objectives, related studies, setting and

## MATERIALS FOR READING COMPREHENSION

rationale. The second chapter considers the literature review with the theoretical constructs.

The third one shows the methodological design that includes the research and the instructional design; the fourth one reports the data analysis and results, and finally chapter five portrays the conclusions and pedagogical implications for further investigations.

## MATERIALS FOR READING COMPREHENSION

### Chapter I

#### Research Problem

##### Statement of the Problem

Reading is a challenging process when there are not adequate tools and strategies to support this skill. I observed such situation with fifth grade students who read fluently yet with little comprehension. Therefore, to support my students' needs as well as the school's necessities and demands I decided to create and implement materials supported by spin wheel games with the objective of enhancing reading comprehension.

Taking into account the data registered in a teachers' journal in which I kept class observations and reflections, three loop writing activities, a survey (see Appendix A), and school's archival documents such as the institution's POI (program of instruction) and the annual planners; I found that fifth graders students were struggling with reading comprehension of different texts. Learners did not know how to approach the text in such way they could understand the main idea or the author's purpose. As a result, I created and implemented six worksheets that supported fifth graders with activities to foster their reading comprehension process.

As a bilingual teacher, researcher and materials developer one of my biggest concern is fostering EFL reading comprehension as a way to acquire more tools to keep up with the demands of our times. It helps students understand the texts, develop their imagination, get and filter information and most of all, face the challenges of a society where they need to handle situations such as taking national and international exams or applying for foreign universities.

## MATERIALS FOR READING COMPREHENSION

### **Research question**

What do the design and the implementation of teacher-created materials supported by spin wheel games, unveil about reading comprehension in fifth graders of a bilingual private school?

### **Research objectives**

**General objective.** To explore the results of designing and the implementing teacher-created materials supported by spin wheel games in fifth graders' reading comprehension of a bilingual private school.

**Specific objectives.** (a) To assess teacher-created materials appropriateness and usefulness as resources to improve students' language learning in relation with reading comprehension in the EFL classroom. (b) To describe the effect of spin wheel games as a motivating teaching tool to enhance reading comprehension; and (c) to analyze the process of comprehending a text, using explicit reading comprehension strategies, to make sense of it.

### **Related Studies**

The following studies provided the current research study with insights related to materials development, spin wheel games and reading comprehension that are the main constructs of the research question for this study.

Regarding materials and games, Camargo and Lacera (2001) conducted a study using materials based on games to foster oral interaction in fourth graders at the Henao y Arrubla Institute. Through some teacher's journals, videotapes and two surveys the researchers collected data to stablish and adapt games and materials for supporting students in their

## MATERIALS FOR READING COMPREHENSION

process. The results demonstrated that games worked as tools that made easier language learning when doing activities and linguistic exercises. Thus, Camargo and Lacera supported this study by portraying how materials based on games, facilitates students learning, making them feel at ease.

Similarly, Abella and Salinas (2006) carried out a case study in a private school in Bogota with low-level students, aged between twelve and fifteen. They made materials with games to define learning styles in students. They collected data using a survey, field notes, students' work and a focus group interview and decided to plan some lessons with games involve in them. Once implemented, they realized that materials combined with games helped students to be more interested and motivated in classes, making them conscious of their learning styles. Hence, the contribution of this study was to demonstrate that materials along with games generate students' enthusiasm and engagement with the activities.

Also, Rincón (2000) conducted a study in Mexico with a sample of 26 students to see the kind of materials students liked better in English classes. Once she collected data through questionnaires, students' diaries and teachers' observations, the researcher founded that students preferred materials or homework that had language games like crosswords and puzzles, and those that included images in them. She concluded that students felt at ease and motivated when they used the materials aforementioned at home with the purpose of strengthening their knowledge in English. This study supports the idea of creating materials that include fun activities for learners to enjoy any learning activity.

Concerning games and reading Macías (2013) carried out an action research based on reading with amusement activities to develop multiple intelligences with twenty-one fifth graders of a private school in Boyacá. Supported by the data gathered in a questionnaire,

## MATERIALS FOR READING COMPREHENSION

classroom observations and students mini-report sheets, the researcher implemented different interest centers in the classroom, including one where he used word games with reading comprehension activities. As a result, he found that students were motivated and improved their language skills. Thus, this study is relevant since it showed how teacher-created materials supported by alternative games enhanced aspects of language learning for reading comprehension, which is one important concern of this qualitative action research.

Although, Santoyo and Morales (2000) carried out an action research with girls from a public school, their investigation suits this study because they explored the use of games to enhance reading comprehension. Through the use of three workshops that served as tools to collect data, the researchers found that games foster motivation, team work and vocabulary acquisition. As a result, the researchers contributed to this study by explicitly showing the importance of games as tools to improve aspects related to language like lexis and reading. They also showed aspects concerning emotions such the connection between games and motivation.

Regarding materials and reading, Flórez (2013) conducted a case study using reading strategies to increase vocabulary and to foster reading comprehension with second graders of Calazans private school. Based on data gathered with field notes and six assessments tests, the researcher created six workshops that showed the students' progression when understanding a text. The relevance of this study consists of showing how teachers created materials that are responsive to students' needs enhanced the process of reading comprehension.

Similarly, Gómez (2015) used action research to explore reading skills based on short stories with fourth graders of a private school. To collect data she used a survey, field notes, students 'artefacts and interviews which helped her to assess the reading worksheets for her



## MATERIALS FOR READING COMPREHENSION

students. She found that students improved their reading comprehension with the use of overt instructions and the use of explicit skills. She also found that contextualization was important for the development of her worksheets. The merits of this study rely on the importance of teacher-created materials to foster reading comprehension.

In addition, Rojas-Drummond, Mazón, Littleton and Vélez (2014) explored the development and promotion of reading comprehension with three designed modules for students aged between 11 and 12 years old. After collecting data obtained from videos, transcriptions and students' artefacts of a control group and experimental group, the researchers concluded that students in the experimental group (who studied with the modules created for them) improved their capacity to understand the text and to make inferences better than the control group. This fact is relevant to this study because it supports the benefits of creating locally relevant materials based on the students' necessities.

### **Setting**

In this qualitative action research, I worked with the 22 fifth- grade students of Gimnasio Femenino, who were 11 and 12 years old. This private female bilingual school, located in Bogotá offers an average of 25 hours a week of EFL teaching for all students; it is an institution with an international curriculum; therefore, it favors investigation, leadership and the development of an international mind. Considering the IB curricular framework developed in the school and the values and principles proclaimed by the institution, The Gimnasio Femenino vision is to “educate leaders with both ecological and social responsibility in a multicultural world” (The Gimnasio Femenino Horizonte, 2014) It means, teaching leaders who value and change the world both, biologically and socially.

## MATERIALS FOR READING COMPREHENSION

### **Rationale**

A well-developed reading process supports students with complex issues, such as comprehending texts, solving math word problems, interpreting Social studies and Science information among others. My observations showed that The Gimnasio Femenino fifth graders struggled with reading because they needed specific teachers- created materials that helped them with aspects related to reading comprehension.

Moreover, the students were too concerned about decoding but not about reading for comprehension. One reason was that they worked with non-bilingual books and the second reason was that they were not aware of specific strategies that could help them to understand the texts. Therefore, this study contributed to my students by creating and implementing materials for reading comprehension and by providing reading comprehension strategies, they could use in different subjects such Math, Social Studies and Spanish.

It also influenced my professional growth, since it allowed me to create and implement materials for the first time, which made me realize the importance of materials as resources that foster EFL education and boost students learning and teachers' creativity and knowledge. In addition to this, the study also supported The Gimnasio Femenino's Primary Years Program (PYP henceforth) teaching and The Gimnasio Femeninos EFL teachers, by creating and donating materials that were placed and used in the PYP English classroom, which is a specialized room to enhance EFL skills, using diverse materials.

Likewise, the information and findings obtained in this study reinforced and optimized the teaching practices in primary because it unveiled how teacher-created and contextualized materials, were effective when boosting EFL reading in elementary students and supporting inquiry which is the methodological approach of the school.

## MATERIALS FOR READING COMPREHENSION

Finally, this study contributed to the research line on Materials Development and Didactics ascribed to the research group: Critical Pedagogy and Didactics for Social Transformation as follows. First, it contributed to the guiding principle “justice, equity and inclusion” ((Núñez, Téllez & Castellanos, 2013, p. 6) by offering materials that deal with texts, whose transdisciplinary themes respond to the students’ needs. This particularity allows learners to have resources “as forms of socio-cultural mediation that make it possible to get close to the different cultures” (Núñez et al., 2013, p. 7). Thus, the texts embedded in the materials I created are means to get information about a variety of topics worldwide. Second, through the implementation of these materials, there was also a methodological contribution since the students investigated and comprehended texts, whose different matters concern the local and international arena. In other words, with the inclusion of the inquiry process approach in the methodological design, the students used inquiry phases to analyze and comprehend.

Likewise, this action research contributed to the principle of “quality assurance and professional development” (Núñez et al., 2013, p. 8) by demonstrating that the materials created by the teacher responded to the necessities of the context and are equally or more valuable than those that are commercial, given that they offer transformation to the teachers’ pedagogical practices. This study confirms that teachers who create materials “innovate in any environment they encounter and look into more viable ways of achieving language learning processes and transmit these to the context of the participants” (Núñez et al., 2013, p. 9). In this case, the teacher researchers not only grow as professionals but also ensure quality in education with materials to support language learning within the particularity of their context.

## MATERIALS FOR READING COMPREHENSION

### Chapter II

#### Literature Review

To better understand what the development and implementation of teacher-created materials supported by spin wheel games unveil about reading comprehension in elementary students, it is important to know what scholars said about the different constructs; that is to say, materials development, games and reading.

#### Materials Development

Materials Development (MD hereafter) is a field of study that teachers explored due to the importance it has on the educational and cultural processes. Concerning this matter, Núñez and Téllez (2015), Núñez et al. (2013), Ramos and Aguirre (2014) and Tomlinson (2016) agreed on saying that MD is a field of study. Particularly, Tomlinson (2012) stated that MD as a field of study “investigates the principles and procedures of the design, writing, implementation, evaluation and analysis of materials” (p. 144). Likewise, Núñez et al., (2013), affirmed that MD as a field of study “demands an informed methodology that allows validating the efficiency, appropriateness and relevance of materials within the context of learning a language” (p. 10). It means that MD in this study is a field of study that can give Colombian students and schools, locally created materials to respond to their particular needs and can offer teachers an opportunity for professional development by inquiring about materials in their contexts.

In this order of ideas, developing materials for English Language Teaching (ELT hereafter) is a matter that requires serious investigation in terms of what students, teachers and schools need. More precisely, according to Núñez and Téllez (2009), the design and implementation of materials benefit not only the students, by entailing their needs,

## MATERIALS FOR READING COMPREHENSION

preferences, feelings, etc., but also help the teacher's pedagogical growth. Concerning the same aspect, Lopera (2015) attested that "teacher-produced materials are a good option for educational settings as they benefit both the institutions and students" (p. 131). It means that this creative and research process supports the whole school community since it provides teachers and students, with resources to improve their language knowledge and their professional experience.

**Understanding what materials are.** MD works with the concept of materials; hence, it is important to define their meaning and purpose. About this matter, Núñez et al., (2013) affirmed that "materials are socio-cultural resources that facilitate not only linguistic interaction but also cultural exchanges between the various human groups" (p. 10). Likewise, Núñez and Téllez (2009) presented materials as "teaching resources and strategies used to maximize students' language learning" (p. 172). In the same manner, as mentioned by Rico (2012), "Materials are culturally loaded and are influenced by social context" (p. 141). It means that materials in Colombia should facilitate the reconnaissance of the national cultural wealth in contrast to English speaking countries to facilitate a critical and varied perspective of English, in a globalized world where post colonialism can be found under an Eurocentric view.

Teacher-created materials should address student's needs, their language level, the school's policy and necessities, among others. To this respect Núñez et al. (2013) contended that "this reflection invites ELT teachers to ponder upon their particular educational settings, their students' needs, and the curriculum in planning and developing materials that can impact them." (p. 28). Likewise, as assured by Núñez and Téllez (2008) "needs assessment is useful... for designing aims, courses and materials (p. 66). On the other hand, González

## MATERIALS FOR READING COMPREHENSION

(2006) stated that “EFL Teachers see materials as a very important component in effective teaching” (p. 111). The aspects above mentioned help teachers be aware of the importance of materials defined as sociocultural resources with a typology that-fits local needs and requirements.

**Presenting materials typology.** Materials can have two functions, one related to communication (authentic materials) and another related to language teaching (non-authentic materials). Thomas (2014) and Tomlinson (2012) agreed on the fact that authentic materials are those created for genuine communication, which Gilmore (2007) and Dastgoshadeh & Jalilzadeh (2011) introduced by presenting the importance of carefully selecting these materials for learners. On the other hand, Mousavi and Irvani (2012) stated that “non-authentic materials...benefit students to a considerable degree (p. 25). So that in this qualitative action research I used both of them, considering that students should face English in real situations such as articles in the News, texts on the Internet, articles on journals among others; but also contemplating that it is important to create specific materials to strength students’ language learning.

Likewise, Tomlinson (2012) narrowed down materials typology to five as follows: ‘Informative’, ‘instructional’, ‘experiential’, ‘eliciting’ and ‘exploratory’ that means materials to update, guide, provide with opportunities to practice, promote and discover about target language. Similarly, Núñez and Téllez (2015) provided a more detailed categorization where they included “a book, a module, a didactic unit, a workshop, a worksheet, a lesson, or a learning task” (p. 57). These are materials they elaborated for local needs and that became the basis for the construction of the worksheets in this study. It is important to mention that these

## MATERIALS FOR READING COMPREHENSION

materials are informed and guided by SLA principles and structured by theoretical frameworks fully explained in the instructional design.

**Materials Demands.** As mentioned above, worksheets are the answer for demands emerged from local needs, to this respect Núñez and Téllez (2009) stated that teachers as materials developers need to consider “students’ language learning needs, preferences, motivations and expectations, their affective needs, and the institutional policies (p. 173). Likewise, Becerra (2006), Duarte and Escobar (2008), and Núñez, Pineda and Téllez (2004) mentioned how relevant it was to create materials for various aspects from the context, the learners needs, learning styles and motivation. Due to these reasons, I created worksheets to overcome reading comprehension difficulties of my students, using games as a tool to engage them, making them feel at ease and fostering self-investment by offering specific learning and reading comprehension strategies.

**Teacher-created worksheets.** The worksheets I created for my students addressed first to their needs, second to my necessities as a teacher and third to the requirements and goals of the school. Bearing in mind that creating is the act of making something, “teacher-made materials are arguably the best there are: relevant and personalized, answering the needs of the learners in a way no other materials can” (Ur, 1996, p. 192). For this reason, I created six worksheets to enhance reading comprehension under various transdisciplinary themes, supported by spin wheel games, which is the second construct for this action research study.

### Games

Games make part of the second construct; therefore, in the following lines I explain different topics concerning this concept.

**Defining games.** Games were an important aspect in the creation and implementation of materials addressed to fifth graders, hence it is important to know that some authors like

## MATERIALS FOR READING COMPREHENSION

Daul (2014) and Wouters, Van der Spek, and Van Oostendorp, (2011) differed on labeling games like “systems” and story-lines. However, they agreed on saying that they have players or actors who achieve some goals, in other words, they share the idea of games as activities where different people participate and with specific objectives (having fun, winning prizes, learning, etc.).

Other authors like Haycraft (1978), Safra, Yannias and Goulka, (1998), Turtledove (1996) and the Webster’s New World Dictionary (1991) agreed on characterizing games as an activity with participants and rules that becomes agreeable to the people involved, which also increases motivation and cognitive challenge. So, for the purpose of this study I defined games as tools to motivate and emotionally and cognitively engage people in specific activities that have a structure and some rules, to achieve a goal which is in this action research, to engage students’ through the use of worksheets supported by spin wheel games to enhance reading comprehension.

**Benefits of games.** Teachers often think of strategies to teach a foreign language, finding games as a worthy tool to introduce these strategies According to Wright, Betteridge and Buckby (1984) “games...help the teacher to create contexts in which the language is useful and meaningful” (p.1); in other words, they are a tool to establish a bilingual environment. Moreover, Sorensen and Meyer (2007) stated that “in language teaching games have often been used to stimulate motivation and authentic communicative practices” (p. 561). Similarly, Wright et al. (1984) added that “any games or activities which involve language and which learners enjoy are language learning materials” (p. 7), which suggests that games are valuable tools for teaching and learning since playing is an action that human beings do since they are born. In this regard, Camargo and Lacera (2001), Sigurðardóttir



## MATERIALS FOR READING COMPREHENSION

(2010) and Simpson (2015) coincided with games as facilitators to decrease anxiety and increase interest. In addition, Gee (2008) contended that “recent research in neuroscience has clearly demonstrated that both thinking and learning depend on emotions” (p. 35). Hence, by fostering motivation, interest, and thinking through games, this study aims to motivate, engage and facilitate students’ reading comprehension process.

**Games in the EFL classroom.** In the EFL classrooms games support learning a foreign language for different reasons. First, because they give a purpose to English language learning (Ávila, 2015, Deesri, 2002). Second, since “games are making the students to learn foreign language more easy[ly]” (Kara, 2009, p. 19). Third, they help students to be both better human beings and language learners (Mora and Gómez, 2001). Fourth, because games “highly motivates, engage and arouse the interest...to learn English” (Anyaegbu, Ting & Li, 2012, p. 163). Fifth, since the learners “As they play games, students stop thinking about language and begin using it in a spontaneous and natural manner within the classroom” (Ariza, 2001, p. 7); finally, “they give students the opportunity to use the language meaningfully and make the acquisition of input more likely (Núñez, 2010, p. 18). Indeed, they are tools for EFL teaching and learning because when teachers inform them with SLA principles for MD, they facilitate and enhance learning a foreign language.

**Types of games in EFL classroom.** Teachers need to define how games can improve learning a foreign language. Therefore, it is important to know suitable types of games to achieve this goal. In words of Kašpárková and Palánová (2010), there are four kinds, listening, speaking, kinetic and experiential games that involve hearing and producing texts, movement and role-plays. According to Hadfield (1999), there are several kinds of games such as information gap games (fill in the blanks), guessing games (riddles), search games

## MATERIALS FOR READING COMPREHENSION

(crosswords), matching games (connecting images with words), labeling games (finding the name), exchanging games (clues), board games and role play games . Hence, for the purpose of this study I used spin wheel games that worked with two categories board games and exchanging games. Thus, spin wheel games in this study are a type of board games with specific clues for the completion of tasks.

### **Literacy**

Although literacy is not a theoretical construct underpinning this study, it is a necessary concept to frame reading.

**Defining literacy.** Literacy is a term that has had different meanings through years, so it is important to consider a couple of definitions related to it. Mullis, Martin, Kennedy and Foy defined literacy as the “ability to understand and use those written language forms required by society and/or valued by the individual” (as cited in Kennedy et al., 2012, p. 38). Likewise, Souto (2004) stated that literacy is “a process of social inclusion;” (p. 25), which means a way of social acceptance, the more you read the more educated you are. Therefore, literacy implies manipulating and understanding letters and words that society entails and prizes as a form of social integration.

Regarding the social perspective, Barton (2000) affirmed that “literacy is best understood as a set of social practices; these can be inferred from events which are mediated by written texts” (p. 8). In this sense, literacy is a process where people interact with others using visual, digital, printed, technological texts and become members of society. Nowadays, these connections “act as a means to coming closer to dealing with the multiplicities of literacies that are present in any communicative arena” (Masny & Cole, 2009, p. 10). That is

## MATERIALS FOR READING COMPREHENSION

to say, that literacy has changed from decoding words, to understand the existence of different types of texts or literacies.

**Reading.** Reading is not only related to decoding printed letters but also it has to do with the interpretation and interaction of the written text. In Harmer's words (1998) "reading texts can introduce interesting topics, stimulate discussion, excite imaginative response" (p. 68). For other scholars like Day and Bamford (1998) "reading is the construction of meaning from a printed or written message" (p. 12); accordingly, Jiménez (2000) defined reading as the interaction between a learner and "written language" where the learner tries to re-build the ideas from the author who wrote the message (p. 10). In short, reading demands a cognitive interaction between the reader and the text where there should be a high possibility of developing active exchange.

**Reading as a skill.** To understand reading as a skill it is important to differentiate skill from strategy. In this order of ideas, Cohen (1990) indicated that "skill is an overall behaviour and the strategy is the specific means for realizing that behaviour" (p. 83). In this regard, Perfetti and Hogaboam (1975) stated that "reading as the ability to convert print into the language code" (p. 461). Ozuru, Dempsey and Mcnamara (2009) went beyond this definition and alleged that reading, as skill is the knowledge and capacity to understand a text. Similarly, McDonough, Shaw and Masuhara (2013) after defining skill as an assimilated ability they added that "reading is clearly one of the most important abilities" (p. 112). Hence, reading is an ability developed by people with practice. Based on these scholars' statements I created reading comprehension activities supported specific strategies for students to consciously apply them and become skillful. Indeed, these activities considered the two types of approaches for reading: bottom up and top down. On the one hand, the first reaches

## MATERIALS FOR READING COMPREHENSION

understanding with words, on the other hand, the top down approach relies on background information. In the worksheets I created, I considered the top-down approach since the students interact with the text with their previous knowledge, goals, and other elements that foment reading comprehension.

**Reading as a process.** Reading entails different procedures, approaches and several materials to use and to develop. To this respect, Goodman (1973) pointed out that “reading is a receptive language process, where there is an essential interaction between language and thought” (p. 15). Weaver (2009) defined reading as “both a psycholinguistic process (involving the mind actively processing the text) and a sociolinguistic one (with multiple social factors that can affect how one reads, how much one gleans from the reading, and more)” (p. 13). It means that reading as a thinking and social process when interacting with the text. Lopera (2015) defined reading as “an interactive process in which the writer and the reader dialog through a text” that would be another way to report how the reader connects with the text (p. 81). Likewise, Anderson (1984), “Defined reading as a process of readers’ combining information from a text and their own background knowledge to build meaning” (as cited in Anderson 2004, p. 13), Finally Williams (1984) said that reading is “a process to obtain meaning from written texts” (p. 3). In other words, reading is a process with intellectual and social issues where people give meaning to words, based on various aspects like their previous knowledge and cultural background.

**Reading in the EFL classroom.** The process of reading acquires a specific attribute when talking about the EFL classroom, in this case, that attribute is the approach to teach this skill. Masuhara (2013) presented some reading approaches such as reading comprehension-based approach where readers develop a “degree of ... interpretation according to ... reading

## MATERIALS FOR READING COMPREHENSION

purpose” (p. 368). Language based approach where learners “need general language ability and, especially, automatic word recognition” (p. 369). Skill/strategy based approach where “learners acquire the sensor, motor and cognitive abilities necessary for using a language in an accurate, fluent and appropriate manner” (p. 373) and the schema based approach “It hypothesizes how knowledge is organized in the mind and how it is used in processing new information” (p. 376). All of the previous approaches develop and foster reading in EFL classrooms with various elements.

The reading process in the EFL class entails different phases. McDonough et al. (2013) divided this process into five stages: readiness activities, experiential activities, intake response activities, development activities and input response activities. During the first stage teachers use motivation before exploring the text. In the second stage, teachers develop while-reading activities. During the third one, the teachers explore the interaction between reader’s thoughts and reactions with materials. During the fourth, teachers guide creative production and throughout the fifth stage, readers go back to the text as result of their reflective exercise. This kind of activities guarantee students to become skilled readers in EFL; thus, learners interact with the text in several ways.

Alternatively, Masuhara proposed another phase where learners engage affectively with activities, listen to texts before reading them or reading them aloud, create multidimensional mental representations and develop materials before facing formal reading. This last one humanizes the reading process taking into account the affective aspect involved in reading, and creates an ease environment to support students by strengthening mental and emotional aspects of their beings.

## MATERIALS FOR READING COMPREHENSION

**Reading comprehension in the EFL classroom.** Reading entails decoding letters and having a linguistic knowledge; however, it goes beyond this basic level and entails an interaction to interpret and analyze. Therefore, it is important to understand and define Reading Comprehension (RC hereafter) in EFL. According to Pardo (2004), Snow (2002), and Woolley (2011), RC is a process where the reader constructs meaning by interacting with the text. Nuttall defined reading comprehension “as a private process that may be achieved by the learners although, they do not have control over it” (as cited in Jiménez, 2000, p. 10). It means that each person has a different time to achieve the goal of comprehending a text; it is an issue that is not deliberately planned by the reader. Grellet, (1981) suggested that “reading comprehension or understanding texts means extracting the required information from it as efficiently as possible” (p.3), aiming at getting data to understand the text in the best way. Meanwhile, for Israel and Duffy (2014) RC is a “larger set of knowledge that reflects the communicative interactions among the intentions of the author/speaker, the content of the text/message, the abilities and purposes of the reader/listener, and the context/situation of the interaction” (p. 32). In other words, RC in English entails an interaction among all the components of reading.

**Reading Strategies.** Readers in their process of comprehension require strategies or deliberate explicit actions or means to understand a text. These strategies are: making connections to the students’ prior knowledge, visualizing or creating mental images of the text, questioning or wondering different aspects from the text, inferring or deducing information based on some cues from the text, determining importance or identifying the main idea or the author’s intention and summarizing or synthetizing the text help students to comprehend (TESteach.com, n.d.). According to the scholar Zúñiga (2001), “reading

## MATERIALS FOR READING COMPREHENSION

strategies are defined as a cognitive activity that readers engage in as they construct meaning from text” (p. 37). In other words, reading strategies are actions that readers use when interacting with the text. Other author, Cohen (1990) affirmed: “reading strategies is a mental process involved in accomplishing reading task” (p. 34). In brief, reading strategies in this study refer to the deliberate cognitive actions to comprehend a text. Therefore, the teacher-created worksheets in this study privilege overt-strategy instruction to facilitate students’ self-investment and to offer them the opportunity to explore and discover by themselves.

As mentioned above creating worksheets for reading comprehension demands reading comprehension strategies that lead learners to understand a text; these strategies suit students’, schools and teachers’ needs.

Consequently, in the following chapter I describe the methodological design underpinning the creation of worksheets supported by spin wheel games for reading comprehension.

## MATERIALS FOR READING COMPREHENSION

### Chapter III

#### Methodological Design

Conducting a study in education demands a methodological design that entails both the research and the instructional designs.

#### Research Design

The intention of this study is to describe what worksheets supported by spin wheel games unveil about students' reading comprehension. Hence, this chapter deals with the type of inquiry approach, the type of study, the participants and some other elements, which I described throughout the following lines.

**Approach.** The qualitative approach framed this study since I intended to describe, analyze and assess teacher-created materials in a specific educational setting. For Merriam (2009), the qualitative approach is “interested in understanding how people interpret their experiences, how they construct their worlds, and what meaning they attribute to their experiences” (p. 5). It means that qualitative research encompasses human experiences and their importance for social construction. Other scholars such as Taylor, Bodgan and DeVault (2016) stated “the phrase qualitative methodology refers, in the broadest sense, to research that produce descriptive data people’s own written or spoken words and observable behavior” (p. 7). What is to say, an investigation of students’ behavior through the lenses of a teacher researcher.

Some scholars such as Lichtman (2012), Núñez and Téllez (2012) and Sherman and Webb (1998) agreed with the fact of considering qualitative research as a way to discover, investigate, observe, describe and analyze social phenomena in a natural setting. Indeed, this



## MATERIALS FOR READING COMPREHENSION

approach helped me describe the impact of the reading comprehension worksheets I created during the implementation of these materials.

**Type of study.** Action research was the type of study selected to carry out this investigation because “is first and foremost situational, being concerned with the identification and solutions of problems in a specific context” (Nunan, 1992, p. 18); it also fosters improvement in students and teachers’ practices as mentioned by Elliot (1991), Tomlinson (1995), Burns (2009) and Hine (2013). For the reasons abovementioned, action research is the type of study that best supported this research when identifying a problematic situation related to students reading comprehension and when aiming to improve my own teaching practices.

The action research in this study is based on the action research phases proposed by Tripp (2005). The cycle contemplates the following stages: planning, implementing, describing and evaluating. First, I planned the research and the instructional design based on the research problem I described in the first chapter; second, I implemented the pedagogical intervention; third I observed and described the implementation; and finally, I evaluated and reflected on the information I collected. This helped me understand the role of the worksheets I created for reading comprehension.

**Participants.** The population involved in this study were the students and the language teacher, who also performed the role of researcher and materials developer.

**Students.** I selected a sample of 11 female students out of 23 from fifth grade who have a B1 English level according to the Common European framework of reference for languages: learning, teaching, assessment (CEFR, 2011).

To obtain the sample I used the convenience sampling technique since “elements

## MATERIALS FOR READING COMPREHENSION

have been selected from the target population on the basis of their accessibility or convenience” (Ross, 2005, p. 7). In the same line of thought, Marshall (1996) stated that this technique involves “the selection of the most accessible subjects. It is the least costly to the researcher, in terms of time, effort and money” (p. 523). Thus, due to the availability of the participants, this technique was the most appropriate for my study. He also asserted, “it is the least costly to the researcher, in terms of time... and money” (p. 523). Therefore, in this study I worked with my students since I was their homeroom teacher and it implied using my own classroom and my own schedule.

**Teacher-researcher and text developer.** I assumed three roles throughout this study: first as a language teacher, I intended to describe and analyze the impact of the worksheets on a specific skill, which was reading. Second, I was also a researcher since “classroom research stems from the teachers’ own initiatives to improve their particular practice and that of their colleagues, to generate hypotheses and evaluate theory in practice” (Vergara, Hernández & Cárdenas, 2009, p. 171). For that reason, in the end of the study I pondered the impact of worksheets supported by spin wheel games on my students reading skill.

Finally, I was a materials developer because I created and reflected upon the worksheets. As stated by Núñez and Téllez (2009), “The onset of teachers’ reflection is the individual assessment of the EFL classroom, which enables them to make decisions when they create or adapt materials that fulfil particular students’ needs and learning settings” (p. 172). Therefore, I decided to create worksheets specially designed to satisfy reading comprehension necessities of my fifth graders students as well as to align them to the pedagogical methodology followed in The Gimnasio Femenino.

## MATERIALS FOR READING COMPREHENSION

**Data gathering instruments.** Instruments for data collection are important when conducting research as Leavy (2014) affirmed. Thus, as a teacher-researcher I used, students' artefacts, field notes and a focus group interview to gather data since my research objective was to explore the impact of teachers- created materials supported by spin wheel games in fifth graders' reading comprehension. It is important to mention that surveys were also here because they were an initial tool to collect data about students' needs and perceptions and that I piloted the three following instruments with a similar group to make the corresponding adjustments.

**Surveys.** According to Brown (2001), surveys may work to get biodata about the population, opinions and attitudes, motivations, points of view which I wanted to know about reading comprehension. Regarding surveys, Jansen (2010) contended that "in short, the qualitative survey is the study of diversity...in a population" (par. 7). Equally, surveys were crucial since they allowed need analysis, Seedhouse (1995) stated that needs assessment is useful to solve problems, state-learning objectives, and develop courses and materials. Pineda (2001) showed that needs analysis "must be the starting point for developing syllabi" (p. 9), and Núñez et al. (2009) asserted that needs analysis provides the basis of materials development. Thus, prior to implementing my pedagogical intervention, I surveyed students to compile information related to their needs, perceptions and experiences as individuals in terms of reading comprehension, games and language learning materials. This also supported the worksheets implementation by offering information for their creation.

**Students' artefacts.** For the purpose of my study and the nature of reading, students' artefacts were a relevant instrument for data gathering. In this part, I had students' worksheets with the corresponding self-assessment section. Since "artefacts include samples

## MATERIALS FOR READING COMPREHENSION

of students produced texts, student artwork... collecting artefacts adds important contextual details to the data available for the analysis (Lankshear & Knobel, 2004, p. 235). According to Lankshear and Knobel (2004), “Artefacts are physical “props” people use to get things done within the contexts of their daily life” (p. 235). Likewise, Burns (2009) stated that artefacts are:

A source of documents readily available to all language teachers (...) Collecting samples of texts over a period of time enables teachers to assess the progress, which students make, as well as to diagnose areas for further action in classroom research. (p. 140)

The worksheets were an instrument where I clearly saw how they used these materials to comprehend the texts with the use of explicit reading comprehension strategies that were in the worksheets. Here students demonstrated their interaction with the text exploring the author’s intention, using mental imagery, asking questions, inferring, among others.

**Field notes.** Another important instrument to collect data were field notes. In fact, they were “the main method for recording observations... give detailed descriptive accounts of everyday social worlds” (Jupp, 2006, p. 120). Through this instrument, I compiled what I observed in my students in terms of attitudes, interests, performance that I observed while implementing the worksheets. Additionally, they were useful because “they are mainly written in the heat of the moment as events unfold” (Lankshear & Knobel, 2004, p. 229). Hence, I was able to write in the specific moment where my students did the whole activity with the games challenges and the worksheets; furthermore, they aimed at “preserving experience close to the moment of occurrence and, hence, for deepening reflection upon and understanding of those experiences” (Emerson, Fretz & Shaw, 2001, p. 13). In this

## MATERIALS FOR READING COMPREHENSION

instrument, I wrote the things I observed when they developed the worksheets and played with the spin wheel. During data gathering I was a full participant observer in words of Lankshear and Knobel (2004) and Vergara, Hernández and Cárdenas (2009), because I watched my students' actions, emotions and performance during the pedagogical intervention where I was the teacher.

***Focus group interview.*** The focus group interview was an important instrument to collect data after implementing materials. Scholars like Krueger and Casey (2001), Rabbie (2004), and Tong, Sainsbury and Craig (2007) coincided on focus groups interviews as an instrument to collect data with a group of individuals that expresses their perspectives about a specific topic. Considering this, I asked the questions to my sample of students, focused on the materials created for them (See Appendix B).

### **Instructional Design**

Here, I present the pedagogical intervention with the main and specific objectives, supported by the SLA principles guiding the materials I created. For the purpose of the research I described too, the innovation of this study and the theory of language and language learning, the methodological approach and the connection of this instructional design with the research question. Finally, I described the instructional phases for MD (materials development henceforth) and added a sample of the worksheets.

**Pedagogical Intervention.** The pedagogical intervention consisted of creating and implementing teacher-created worksheets supported by spin wheel games to describe their impact on the reading comprehension process of fifth graders. Taking into account MD principles based on Second Language Acquisition (SLA hereafter) tenets stated by Núñez and Téllez (2009), Núñez, Téllez, Castellanos and Ramos (2009), and Tomlinson (1998), I created

## MATERIALS FOR READING COMPREHENSION

six worksheets structured under my own MD framework, which will be fully explained in the instructional phases and will be based on the subsequent SLA principles selected for them.

The first principle was to ease learners' self-investment so that "students develop curiosity and self-discovery" (Núñez et al., 2009, p. 176), I did it through explicit learning strategies. A second principle was to "achieve impact, through novelty, variety, attractive presentation and appealing content" (p. 175); here the games together with the worksheets motivated students to do the activity. The third one was to "provide opportunities for communicative purposes in L2, fostering thereby language use" (p. 176); during the group activities I proposed activities to discuss over the texts.

The fourth was to propitiate readiness so students tuned up with the activity; therefore, I used a thinking routine to connect learners with the topic selected for the worksheet. The fifth one was to help learners feel at ease as an important issue for them to engage in the activities proposed; and the final was "stimulate left and right brain lateralization through intellectual, aesthetic and emotional involvement." (p. 176) which I fostered with inquiry learning (which is The Gimnasio Femenino's methodological approach).

Moreover, the activities suggested in the worksheets hold three stages: pre-reading, while-reading and post reading activities. The worksheets also fomented the conscious application of learning and reading comprehension strategies underpinned by both the inquiry cycle and transdisciplinary themes: "Sharing the Planet", "How the world works" and "How we express ourselves". They were also supported by one principle of the Multidimensional approach that was sensory imaging.

In the worksheets, I clearly wrote the stages of the inquiry cycle that learners followed with each activity or set of activities (stages they already knew). Second, I introduced the

## MATERIALS FOR READING COMPREHENSION

learning and reading comprehension strategies using characters who represented people from different parts of the world, this helped students to recall the multicultural and international mind of the IB education. These strategies were prior presentation of the specific activities students had to follow. Third, I thought of every activity supported by the spin wheel, so students needed to play with it to assist the accomplishment of the learning tasks; in this way, they were aware of specific challenges that helped them to task completion. Finally, students had opportunities for self- reflection on their learning experience (self-assessment). In this hybrid text, they pondered upon items referred to the three theoretical constructs underpinning the study.

**Main instructional objective and specific objectives.** The main objective of the pedagogical strategy was to create and implement worksheets supported by spin wheel games to foster reading comprehension in fifth graders, since learners benefit when “understanding... what language refers to” (Hirsch, 2003, p. 22). Therefore, these materials helped achieving the specific objectives for this instructional design which were: (a) building alternative environments to foster reading comprehension process; (b) providing students with specific reading comprehension strategies and making them conscious of applying them to reading texts; (c) developing student’s awareness of the importance of different aspects of texts such words or punctuation; (d) giving students opportunities to inquire through innovative materials aligned to both the methodological approach and the syllabus of the school.

**Intervention as an innovation.** Innovation is an important issue for this study since it considers innovation’s definition, characterization, purpose, framework and cycle. In this order of ideas, Núñez, Téllez and Castellanos (2012) stated that “innovation has a major role

## MATERIALS FOR READING COMPREHENSION

in MD and that teacher-developed materials can be seen as an innovative practice in the EFL classroom” (p. 24). The authors further asserted that “MD constitutes a true resource for teachers to respond to students’ needs and foster institutional innovation in language teaching,” (p. 25) and that “teacher innovations in MD foster changes in their roles as they gradually become less passive users of knowledge and more active agents involved in its design” (p. 25). Likewise, Núñez et al., (2012) identified that:

Developing materials fosters innovation. One reason is that it entails a sequence of opportunities for decision. Another reason is that by doing so they become active agents of change in language teaching. The last reason is that in designing them they were able to address their students’ needs and expectations. (p. 27)

Hence, innovation represents a chance for teachers-researchers to create materials that suite the demands and requirements of their immediate context and to transform educational setting by creating resources that compete with those underpinned under Eurocentric settlement.

Additionally, Kirklan and Sutch (2009) mentioned that “innovation is the application of a new resource or approach that changes social practice, creating some value (p. 10). According to Careless (2013) it is “as an attempt to bring about educational improvement by doing something which is perceived by implementers as new” (p. 1). In relation to Reinders (2014) and Waters (2009) thoughts, innovation is equivalent to change and novelty. On the other hand; Hanna, English and Silver (1999) clarified that “it is not always obvious whether an innovation is an act of creation or of adaptation (or of imitation), and innovation may not in fact be 'new'. What is adopted and modified may be an idea or a practice” (p. 280). Based



## MATERIALS FOR READING COMPREHENSION

on these quotes, in this study innovation is a deliberate process where teachers create, adapt and implement materials and/or approaches in a specific educational context.

On the other hand, in terms of characterizing innovation Núñez, Pineda and Téllez (2004), Núñez et al. (2009), Núñez, Téllez and Castellanos (2017a) coincided in innovation as a way to explore creativity when designing new materials, a way to boost teachers EFL self-reliance, and according to Cárdenas, González and Álvarez (2012), Karavas (1998) and Núñez and Téllez (2015), one objective of innovation is “teachers’ professional growth” and students’ success, as intended in this study with teacher-created worksheets.

Concerning innovation’s framework, Markee (2001) presented elements such people, ideas, materials or pedagogical practices, place, time, reasons and procedures as important to understand innovation complexity, that is to say that all those elements support innovation as deliberate process conducted by people in a natural setting with compound issues.

Finally, as a deliberate process it entails stages to its development. Thus, Rogers (1983) proposed five stages namely, “Knowledge, persuasion, decision, implementation and confirmation” (p. 164) whereas De Lano and Riley (1994) proposed three phases as following: “Diagnosis, implementation and continuation” this last one is the reflection stage” (p. 493). To achieve the goals above mentioned, implementation in this study took three main stages “identification of intervention area, planning the innovation and carrying out the innovation” Núñez (2016). Once analyzed, I decided to work with the stages proposed by Núñez because they were perfectly aligned with the pedagogical intervention in this action research.

As a result, this study was innovative for me as a language teacher because it permitted my professional growth when creating and implementing materials supported by

## MATERIALS FOR READING COMPREHENSION

theoretical framework for students to enhance reading comprehension. It was also innovative for me as a person because it was the first time I created and implemented resources. It was new for The Gimnasio Femenino because it yielded materials, which were aligned to the methodological approach and the syllabus of the school, and contextualized to the one of the IB framework principles, as part of the institution and students' genuine needs.

**The theory of the nature of language and language learning.** To achieve the goals of creating materials that fulfilled my students' needs in terms of reading comprehension, it was important to establish and understand the nature of language and language learning in this study. Referring Tudor's (2001) visions and Núñez's (2011) thoughts, I considered the theory of the nature of Language within both a self-expression perspective and a cultural and ideology perspective. First, teacher-created materials supported by spin wheel games helped "creating a supportive atmosphere in the classroom...so that students felt confident to express their feelings (Tudor, 2001, p. 67); and second, these materials with the supporting texts, helped students "learning a new language ... learning a new culture" (p. 70). This is completely aligned with the philosophy of multiculturalism and open-minded profile fostered by the International baccalaureate curricular framework where The Gimnasio Femenino is enclosed.

Concerning theory of language learning this study highly considered the role of affect in this process, which also contains experiential learning. Considering Núñez et al. (2009) self-assessment for materials; Krashen's (1985) Affective Filter hypothesis; Brown's (2000) affective considerations and Tudor's vision (2001), I decided to create materials supported by a specific kind of games. Those games engaged students in activities that aim to foster reading comprehension since "such activities relate to topics with emotional relevance to the learner"

## MATERIALS FOR READING COMPREHENSION

(Tudor, 2001, p. 96), and because “the materials we present and the activities we develop create the conditions to help language learners use the language effectively” (Núñez, 2016, par 1). Therefore, the teacher-created materials here, considered affective aspects as relevant for the learning process and for the approach applied which is inquiry learning.

**Methodological approach underlying the pedagogical intervention.** The inquiry-based approach enhances teaching and learning through investigation, as a matter of fact Arauz (2013), Hawkins and Caputo (2014), and Lee (2014) agreed on saying that learners discover knowledge, explore and solve different problems through investigation and questioning. For that reason, I created six worksheets aligned with transdisciplinary themes presented in the syllabus of the school to promote inquiry through specific phases such as first, provoking that consists of activities to tune in students. Second, evoking previous knowledge, which is the prior knowledge students have. Third, making questions where the students ask or wonder. Fourth, planning and taking action that entails the actions the students structure and make. Fifth building knowledge where the students learn from their inquiry experience. Finally, presenting results, whose purpose is to share knowledge with the community. These stages were based on Kath Murdoch’s (2017) inquiry cycle.

Considering that, this pedagogical intervention aimed at engaging students cognitively and emotionally in reading, I also took into account the sensory imaging principle of the multidimensional approach (Tomlinson, 2000). Therefore, I proposed some activities in the worksheets where students had mental images about the story main generator topic.

### **Relation of research question with the pedagogical intervention.**

Since the research question address to unveil the impact of teachers created materials supported by spin wheel games for reading comprehension, I planned the pedagogical

## MATERIALS FOR READING COMPREHENSION

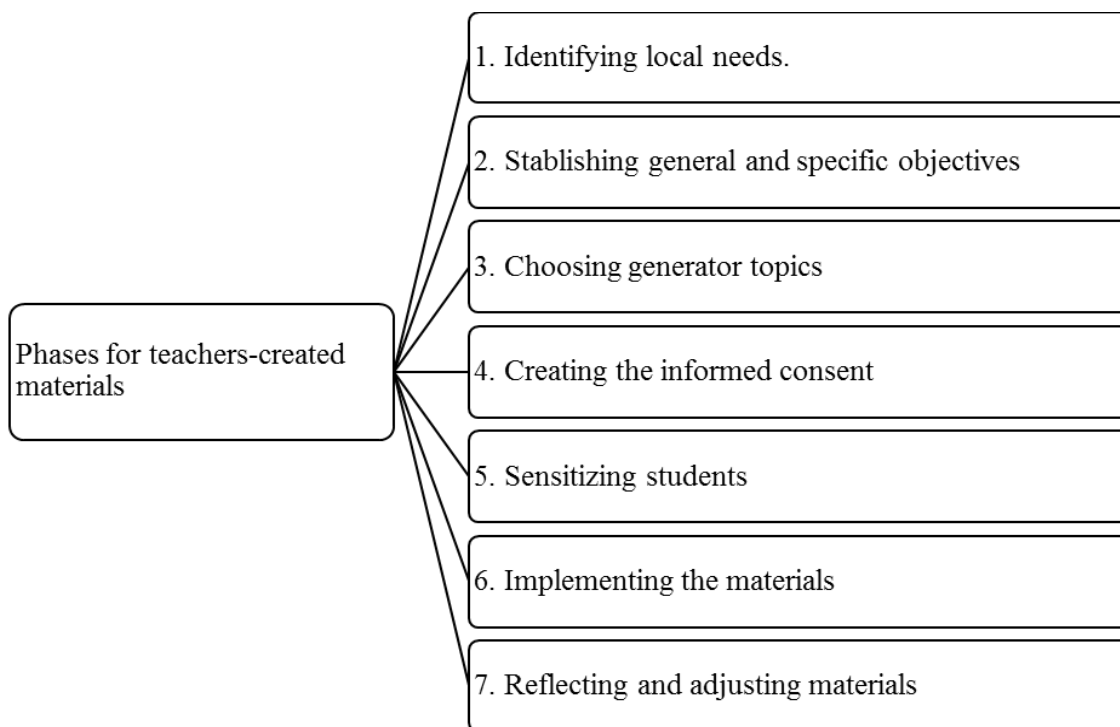
intervention as regards the three constructs underpinning the question. To do so, I considered the population, setting, language nature and theory of language that Richards (2005) considered necessary as “essential for materials in language teaching” (p. 1). Therefore, the materials I created and the implementation I did, they took into account the students’ needs for the construction of these social cultural resources that are based on spin wheel games. These tools propitiated an atmosphere that helped students to express themselves and that engaged students in the activities for reading comprehension, which offered opportunities to interact with the text and to learn from different issues or cultures.

**Instructional phases.** The instructional phases represented an important part of the instructional design, here I submit the stages for my pedagogical intervention in which there were the general framework of the materials created, the informed consent, sensitization of students and the implementation of the materials above mentioned.

**Proposed materials development framework.** To create the materials for reading comprehension in this action research study, I followed a series of phases for their construction. First, I considered similar stages that authors like Bedwell (2012), Jolly and Bolitho (1998), Graves (1997), Masuhara (1998), Núñez et al. (2004), Núñez and Téllez (2009), Núñez et al. (2009), Núñez et al. (2012, 2017a, 2017b) established: identifying needs, establishing goals and objectives, structuring both content and activities (syllabus), creating or producing materials and assessing materials for MD. I also took into account some stages where they differed like “consideration of resources and constraints” (Graves, 1997, p. 13), pilotage and adjustment of materials (Núñez et al., 2009, p. 49) and consideration of teamwork Bedwell (2012). In view of this, I thought of proposing my own framework based on the development of an international citizen mind through transdisciplinary themes.

## MATERIALS FOR READING COMPREHENSION

*Diagram 1. Proposed Framework for MD*



First, identifying local needs consists on data gathering instruments mentioned in the statement of the problem); second, stablishing general and specific objectives; third, choosing the generator topics which are the transdisciplinary themes stablished in The Gimnasio Femenino's syllabus; fourth, creating an informed consent, fifth sensitizing students, sixth implementing the materials and seventh reflecting and adjusting materials.

Regarding the transdisciplinary themes, it is relevant to explain each one of them. "Who we are" talks about human nature in terms of feelings, physical characteristics etc. "How the world works" consists on inquiring into scientific and technological phenomena of the planet. "How we organize ourselves," states an inquiry into the systems, structures, economic activities involved in human life. "How we express ourselves" comprises an investigation about the different ways human beings express their ideas, feelings, culture, believes, among others. "Where we are in time and place" entails an investigation about

## MATERIALS FOR READING COMPREHENSION

history, discoveries and events; the last transdisciplinary theme “Sharing the planet” is about the truths and responsibilities that human beings have over finite resources, etc., as stated by IB community.

***Informed consent.*** With the informed consent (See Appendix C), I got permission and notified the coordinator of the school, my students and their parents about the study, its implications and further implementation of the materials proposed for the research, as well as to clarify doubts, about the confidentiality of the data obtained.

***Sensitization.*** Here I made fifth graders aware of the research study, its objectives, their acceptance to participate, and the way I would inform about the study during the process.

***Implementation of the materials.*** During this stage, I implemented six worksheets created under some transdisciplinary themes with the sample of students I mentioned earlier.

To illustrate the implementation of the sample worksheet based on the transdisciplinary theme “Sharing the planet”. Concerning the pre-reading activities, students were out of the classroom to start with the whole inquiry cycle. During provocation inquiry phase, they went out to survey people about finite resources and then they shared their answers with the whole class. To do this activity the students used the explicit strategy of asking for clarification or verification.

In Previous knowledge, which is another phase corresponding to the pre-reading stage, I introduced some words prior to reading the text; I also invited students to think of the meaning of the words based on some examples and pictures, using the learning strategy for using previous knowledge and imagery.

Throughout the making questions, action-plan, building knowledge and presenting results inquiry phases, that were properly stated within a green framework and matched with

## MATERIALS FOR READING COMPREHENSION

the while reading stage; the students first, read the text supported by the vocabulary previously set. Then they answered some questions which consisted on relating the text whether to themselves, to other texts or to events in the world, here they used the learning strategy of making connections, and the reading comprehension strategy of questioning and making questions. Third, they visually represented a part of the text by spinning the wheel and accepting one of the challenges (drawing a picture, painting the image, creating a collage, cutting and pasting a related image from a magazine or creating a cartoon) (see figure 1), in this activity students used imagery learning strategy and visualizing reading comprehension strategy. As it is seen on next page.

*Figure 1. Spin Wheel*



The spin wheel offered several opportunities to task completion; the students knew what to do by reading the four cards placed in each corner. Each card had a number from one to six for learners to guide themselves in an easier way, since the spin wheel offered six chances as seen.

## MATERIALS FOR READING COMPREHENSION

Fourth, they had to write the authors intention by using the strategies of getting the idea quickly and inferring. Fifth, they got the most important part of the text and expressed their answer by spinning the wheel and accepting one of the challenges; here they used two strategies (learning and reading comprehension ones) related to getting the idea quickly and determining importance. Seventh, I divided the students into groups to summarize the text; consequently, they span the wheel and did one of the dares to express their response. At this point, they used three strategies introduced by a character, which consisted on using resources for receiving and sending messages, cooperating with peers and synthetizing. Finally, during the reflective inquiry stage students worked individually to develop a thinking routine called: what is, what is not. In this part, students thought upon the things they learnt and filled a chart using their knowledge. At the end of the worksheet, students completed a chart with a hybrid text where they reflected about items referred to the three theoretical constructs informing the study.



## MATERIALS FOR READING COMPREHENSION

*Sample Worksheet.***Worksheet No 1***Something is ending in our home!*

- *What do you think the boy is wondering?*
- *What could be ending in our planet?*
- *How is the title related to the transdisciplinary theme “Sharing the planet”*

**General Objective.** To understand the definition of finite resources and their relation to the concept of responsibility.

**Specific Objectives.** (a) To identify some finite resources

(b) To explore some forms of alternative energy sources.

(c) To associate human responsibility with finite resources.

## MATERIALS FOR READING COMPREHENSION

**Provocation and prior knowledge** (out of the classroom)

1. Survey four different people asking the following questions: 1. do you know what a finite resource is? 2. Can you name some finite resources? Fill the chart and share your answers with all your classmates.



*Learning strategy:* Asking for clarification or verification.

	Question No. 1	Question No. 2
Person 1		
Person 2		
Person 3		
Person 4		

2. Observe the images and the synonyms. Write your own definition of each word, then discuss with your classmates.

*Learning strategy:* Using previous knowledge and imagery.



*Look at the example:*



**Fuel:** gasoline, electricity, food.

Fuel is a kind of combustible. Coal: carbon, ash.



Coal is \_\_\_\_\_

## MATERIALS FOR READING COMPREHENSION



**b. Account: score, bulletin, financial description.**

**Account is** \_\_\_\_\_



**c. Run out: finish, lose.**

**Run out is** \_\_\_\_\_

### Making questions, action plan, building knowledge and presenting results

- 3. Read and answer the questions that are below the text. Spin the wheel to know the order of your answers, then discuss with a classmate you barely talk to.**



**Learning strategy:** Making connections  
**Reading strategy:** Questioning and Making connections

The term alternative energy refers to the use of any of various renewable power sources in place of fossil **fuels** and other traditional sources of energy. Alternative energy sources include, among others, solar power, wind power, waterpower, and geothermal energy.

At the beginning of the 21st century, about 80 percent of the world's energy supply was derived from fossil fuels, most notably **coal**, petroleum, and natural gas. Fossil fuels are finite resources, however. This means that they are available on Earth only in limited supplies and will run out one day. Fossil fuels also add carbon dioxide to the atmosphere when they are burned. Scientists believe that this contributes to global warming. Burning fossil fuels also adds other pollutants, such as carbon monoxide and nitrogen dioxide, to the atmosphere. Although nuclear power is regarded as a cleaner source of energy than fossil fuels, it also has its problems. When energy has been released from nuclear fuel, dangerous radioactive waste is produced. In contrast, alternative energy sources **accounted** for nearly 20 percent of global energy consumption at the beginning of the 21st century, largely from traditional uses of biomass such as wood for heating and cooking. About 15 percent of the world's total electricity comes from large hydroelectric power plants, whereas other types of renewable energy (such as solar, wind, and geothermal) account for 3.4 percent of total electricity generation. Unlike fossil fuels, alternative energy sources are not likely to **run out**. Renewable sources also have the added benefit of being virtually pollution-free.

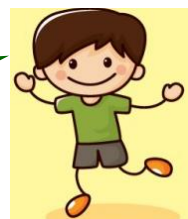
Around the world many countries have adopted policy targets to increase the proportion of energy they derive from renewable sources. The European Union, which produced an estimated 6.38 percent of its energy from renewable sources in 2005, adopted a goal in 2007 to raise that figure to 20 percent by 2020. The goal includes plans to cut emissions of carbon dioxide by 20 percent and to ensure that 10 percent of all fuel consumption comes from biofuels.

## MATERIALS FOR READING COMPREHENSION

- a. *What does this remind me of in my life?*
- b. *How is this different from other books I've read?*
- c. *What does this remind me of in the real world?*

4. Represent this fragment of the text “Alternative energy sources include, among others, solar power, wind power, waterpower, and geothermal energy” using the technique the spin wheel game says.

*Learning strategy:* Using imagery.  
*Reading comprehension strategy:* Visualizing.



5. Write the intention of the author with this text.



*Learning strategy:* Getting the idea quickly.  
*Reading comprehension strategy:* Infer.

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## MATERIALS FOR READING COMPREHENSION

6. What is the most important part of the text? Spin the wheel and do the task it says.

**Learning strategy:** Getting the idea quickly.  
**Reading comprehension strategy:** Determine



7. Work by pairs and summarize the text showing our responsibility with finite resources. Use the tools suggested by the wheel.



**Learning strategy:** Using resources for receiving and sending messages. Cooperating with peers.  
**Reading comprehension strategy:** synthetizing







## MATERIALS FOR READING COMPREHENSION

**Reflective activity** (in the classroom)

8. Complete the following chart based on your own reading comprehension process. You can write and draw your answer.

*Learning strategy:* Self-evaluating.



<i>a. What is a finite resource</i>	<i>b. What is not a finite resource</i>
 	 

*All characters and pictures designed by freepick.com*

## MATERIALS FOR READING COMPREHENSION

## Self-assessment

<b>My worksheet...</b> <b>Mi guía...</b>	<b>It does ☺</b>	<b>It can be better ☹</b>
Offers explicit learning and reading comprehension strategies. <i>Ofrece claras estrategias de aprendizaje y de comprensión lectora.</i>		
Presents varied activities that were attracted to me in relation with the unit of inquiry. <i>Presenta actividades variadas que me gustaron y estaban relacionadas con la unidad de indagación.</i>		
Provides with tasks where I can use L2 language. <i>Me provee con tareas donde puedo usar el inglés.</i>		
Gives me prior activities to understand the text. <i>Brinda actividades previas para entender el texto.</i>		
Offers activities that make feel relaxed and engaged to the topic of the text. <i>Ofrece actividades que me hacen sentir relajado y conectado al tema del texto.</i>		
Challenges me with activities to inquire about the topics of the text. <i>Me reta con actividades para indagar acerca del tema de la lectura.</i>		
<b>The spin wheel games ...</b> <b>Los juegos de ruleta...</b>	<b>I do ☺</b>	<b>I can improve ☹</b>
Offer different ways to express my ideas. <i>Me ofrecen diferentes formas de expresar mis ideas.</i>		
Motivate me to develop the activities. <i>Me motivan para desarrollar las actividades.</i>		
Help me to be engaged and relaxed when doing the activities. <i>Me ayudan a sentirme enganchada y tranquila cuando hago las actividades.</i>		
<b>The reading comprehension activities...</b> <b>Para desarrollar lectura comprensiva...</b>	<b>I do ☺</b>	<b>I can improve ☹</b>
Take into account my prior knowledge. <i>Genera alternativas variadas para comprender el texto.</i>		
Proven me with opportunities to make connections. <i>Provee oportunidades para generar conexiones.</i>		
Help me to imagine the text using images or pictures. <i>Me ayuda a imaginar el texto usando imágenes o dibujos.</i>		
Foster questioning and reasoning. <i>Promueve la formulación de preguntas y la reflexión.</i>		

## MATERIALS FOR READING COMPREHENSION

Assist me to read between the lines (infer). <i>Me asiste para leer entre líneas (inferir)</i>		
Offer opportunities to summarize the text with my own words. <i>Ofrece oportunidades para resumir el texto usando mis propias palabras.</i>		
Offer overt reading comprehension strategies. <i>Me provee con estrategias claras de comprensión lectora.</i>		
<b>The inquiry based approach ...</b> <b>El enfoque basado en Indagación...</b>	<b>It does☺</b>	<b>It can be better☹</b>
Makes me use specific actions to explore the text. <i>Me ayuda a usar acciones específicas para explorar el texto.</i>		
Fosters inquiry process through the use of specific activities (provocation and prior knowledge, asking questions, action plan, building knowledge, presenting results and reflective activity). <i>Fomenta el proceso de indagación a través del uso de actividades específicas (provocación y conocimiento previo, formular preguntas, acción-plan, construir conocimiento, presentar resultados, reflexionar sobre mi aprendizaje).</i>		
Helps to generate new knowledge about the unit of inquiry based on the text. <i>Me ayuda a generar nuevo conocimiento sobre la unidad de indagación, usando como base el texto.</i>		



## MATERIALS FOR READING COMPREHENSION

### Chapter IV

#### Data Analysis and Findings

This chapter informs the analysis of data gathered with the student's artefacts, field notes and a focus group interview. It also presents research categories and subcategories that emerged from this data examination; all of them supported by the theory previously presented in the literature review chapter.

#### Data Analysis Procedure

The qualitative approach frames this study because it implies a fluid path to examine data and to get information. Through this approach the “qualitative researchers develop concepts, insights and understandings from patterns in their data rather than collecting data to assist preconceived models” (Taylor, Baugdan & Devault, 2016, p. 8). In the course of data analysis, the researcher is able to find discernments, information or recurrent patterns that help examining the results of the implementation in the intervention.

Since, data analysis comes after the implementation I decided to use the grounded theory as the methodological data analysis approach that best fits this study. According to Charmaz (2006), “grounded theory methods consist of systematic, yet flexible guidelines for collecting and analyzing qualitative data to construct theories 'grounded' in the data themselves” (p. 2). This validates the fact of analyzing information from the data collected to construct interpretations and explanations. This analysis also allows the “identification of general concepts, the development of theoretical explanations that reach beyond the known, and offers new insights into a variety of experiences and phenomena” (Corbin & Strauss, 2015, p. 6). Once again, a method supports the development of theory based on data.

## MATERIALS FOR READING COMPREHENSION

To reduce data and facilitate analysis, I used the color-coding technique, as Klein (2012) argued “color coding allows for the visual organization of data and for seeing categories and subcategories very clearly” (p. 62). So, I assigned a colour to each extract from the constructs to make the task straightforward. Then, I “compared the categories or patterns across ... different sets of data” (Burns, 2009, p. 205) to find the repetitive patterns in the coloured excerpts. Afterward, I identified key words that grouped the patterns; for instance, I used names such as appealing content, cognitive engagement, expressing ideas, and the sort. Once I assembled them, I elaborated sentences that could name the subcategories for each set. Consequently, I established the subcategories that are imbedded in main categories that emerged throughout the process. I decided to “scan the data carefully, usually several times over to see what categories suggest themselves, or ‘emerge’, from the data” (Burns, 2009, p. 107) so that, I gathered the subcategories into a phrase that served as categories labels.

Finally, to achieve legitimacy and reliability of the findings I used data triangulation, which can be “data drawn from different sources and at different times, in different places or from different people” (as cited in Flick, Kardoff & Steinke, 2004, p. 178). In this study, it is data obtained from different instruments: students’ artefacts field notes, and a focus group interview. To validate the findings, data triangulation according to Burns (1999), “is one of the most commonly used and best-known ways of checking for validity. The aim of triangulation is to gather multiple perspectives on the situation being studied” (p. 163). That is to say, gather multiple sources to have a complete view of the problem.

In the following section I present the categories and subcategories that emerged from the information gathered in this study.

## MATERIALS FOR READING COMPREHENSION

### Research Categories

The chart below shows the research categories and subcategories obtained from data triangulation.

*Table 1. Research Categories*

<b><i>Research question</i></b>	<b><i>Categories</i></b>	<b><i>Subcategories</i></b>	<b><i>Recurrent patterns</i></b>
What do the design and the implementation of teacher -created materials supported by spin wheel games, unveil about reading comprehension in fifth graders of a bilingual private school?	Engagement with contextualized strategy based purposeful teacher-created materials	Informed Contextualized materials  Strategy-based activities with a communicative purpose	Innovative materials with appealing content become supporting materials that involve left and right brain lateralization resulting in affective engagement with the learning activities.  Clear instructions supported with the conscious use of strategies bring opportunities for communicative purposes in L2.
	Merits and demerits of the spin wheel games	Spin wheel games for spontaneous and meaningful language use  Affective bounces for the completion of learning activities	Games offer different ways to use the language to express ideas in a natural and meaningful way.  Dealing with emotional ups and downs for the completion of purposeful learning activities.
	Explicit strategy instruction for reading comprehension	Prior knowledge and imagery to make connections  Inquiring to infer and synthesize	Previous knowledge and imagery conduct to making associations.  Questioning and reasoning favor making inferences that facilitates summarizing texts in Ss' words.

## MATERIALS FOR READING COMPREHENSION

Considering my research question the chart shows one category per construct, the first one addresses materials development and the important role that engagement with materials play in the classroom environment. The second one clarifies the ups and downs of games when using them as tools in the class. Finally, the table shows the merits of overt reading strategies use, when aiming at reading comprehension, which is the result of the students' interaction with the text.

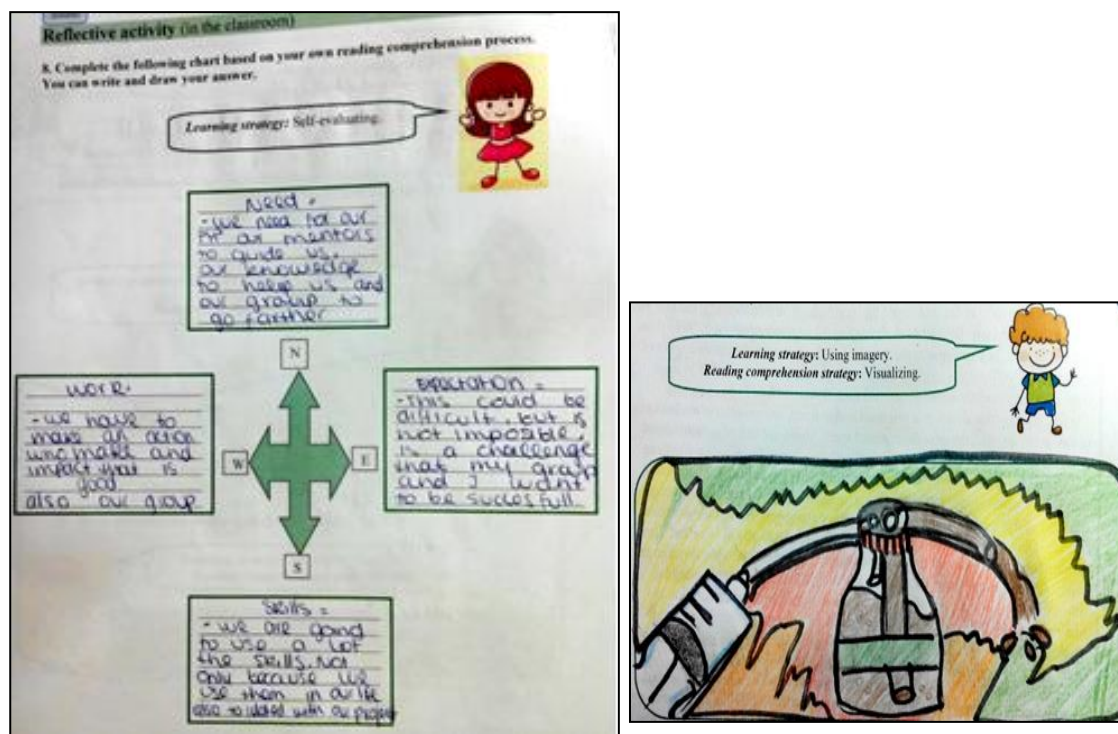
**Engagement with contextualized strategy based purposeful teacher-created materials.** Cognitive and emotional link with sociocultural teaching-learning resources intentionally created by the teacher means, the materials that the teacher researcher origins taking into account the students and the school's needs, considering the syllabus and fostering communicative purposed activities to support learners' learning process. It is evident that materials should have the purpose of supporting the students learning process and the teacher's pedagogical practices; in this manner, these resources become an aid for the whole process to support the class activities. As claimed by Núñez et al. (2013), "We should call and maintain our students' attention by using meaningful, well-elaborated, updated, challenging, enjoyable and relevant materials" (p. 131). Considering the statement before, contextualized materials become significant, amusing and pertinent for learners. Similarly, Tomlinson (2013) stated that "meaningful engagement with authentic texts is a prerequisite for the development of communicative and strategic competence" (p. 7). This illustrates how engagement with the teachers created resources that uses authentic texts develop communicative performance. In addition to this, "affective engagement is also essential for effective and durable learning" (Tomlinson, 2013, p. 26), which means that this linkage also contemplates enduring and timeless learning, it is real learning.

Considering that I carried out this study in a context where the pedagogical approach is inquiry based, the implementation of the materials showed that informed teachers strategy

## MATERIALS FOR READING COMPREHENSION

based resources in a specific context (considering what works for the school, the students' age, grade syllabus and pedagogical model); they potentiate the emotional engagement and cognitive self-investment. That is why I will analyse the first subcategory guided to informed contextualized materials.

***Informed contextualized materials.*** This subcategory relies on the fact that materials creation is based on the context where the teacher uses them and, in the syllabus, theme or the transdisciplinary theme students were studying. When the teacher researcher takes into account the aforementioned aspects, the motivation as well as the significance levels increase in students. For instance, when I created the worksheets, the activities contemplated stages from the inquiry approach (asking questions, plan action, among others), as shown in the following samples.








(Student's artifacts, worksheet No 6 and No 3, activities 8 and 3)

In the first activity that corresponds to the worksheet 6, the students presented results concerning giving a speech, which was the topic the girls needed to know for a further

## MATERIALS FOR READING COMPREHENSION




presentation they had. Once they got the elements from the text, they presented results (one of the inquiry cycle approach phases) by means of a thinking routine, while in the worksheet N° 3, the girls planned (concerning the action plan phase from the inquiry approach) the experiment they wanted to run for their summative assessment. In the end, they were able to run the experiment with more confidence. According to Tomlinson (2012) “the language experience needs to be contextualised and comprehensible” (p. 156), this supports the fact that contextualised resources are required to use the elements from the school’s and the students’ environment to engage students with the learning experience.

Throughout the self-assessment, I asked for the use of the inquiry cycle, which is the pedagogical approach of the Gimnasio Femenino school. In here, the learners corroborated the worksheets were both informed and contextualised since they took into account and fostered the use of the inquiry cycle, which facilitated the whole learning experience. To do that they filled the format in different ways, as it shows the two images below.

The inquiry based approach ... El enfoque basado en Indagación...	It does 	It can be better 
Makes me use specific actions to explore the text. <i>Me ayuda a usar acciones específicas para explorar el texto.</i>		
Fosters inquiry process through the use of specific activities (provocation and prior knowledge, asking questions, action plan, building knowledge, presenting results and reflective activity). <i>Fomenta el proceso de indagación a través del uso de actividades específicas (provocación y conocimiento previo, formular preguntas, acción-plan, construir conocimiento, presentar resultados, reflexionar sobre mi aprendizaje).</i>		
Helps to generate new knowledge about the unit of inquiry based on the text. <i>Me ayuda a generar nuevo conocimiento sobre la unidad de indagación, usando como base el texto.</i>		

*(Student’s artefacts self-assessment, worksheet No 5, activity 9)*

## MATERIALS FOR READING COMPREHENSION

The inquiry based approach ... El enfoque basado en Indagación...	It does	It can be better
Makes me use specific actions to explore the text. <i>Me ayuda a usar acciones específicas para explorar el texto.</i>		
Fosters inquiry process through the use of specific activities (provocation and prior knowledge, asking questions, action plan, building knowledge, presenting results and reflective activity). <i>Fomenta el proceso de indagación a través del uso de actividades específicas (provocación y conocimiento previo, formular preguntas, acción-plan, construir conocimiento, presentar resultados, reflexionar sobre mi aprendizaje).</i>		
Helps to generate new knowledge about the unit of inquiry based on the text. <i>Me ayuda a generar nuevo conocimiento sobre la unidad de indagación, usando como base el texto.</i>		

***(Student's artefacts self-assessment, worksheet No 5, activity 9)***

The field notes also notified that informed contextualised materials fosters engagement with the materials per se and the learning experience.

“Pao, this is going to be good for us in the final assessment” and asked her why, she responded: “Because we have new vocabulary and the information to present” [sic]  
***(Field notes, worksheet No 1, section 2)***

“They feel pleased It was related to the unit of inquiry, which means they did not have to do extra work” [sic]  
***(Field notes, worksheet No 2, section 3)***

“These learnings were applied and further investigated when running an experiment that had to conduct for their formative assessment” [sic]  
***(Field notes, worksheet No 3, section 4)***

As observed, the students considered the materials supportive for their learning process so that I continued working with them because “then you will be better informed to decide on what will work best with you and for your students” (Riddle, 2014, p. 235). This supports the nature of these materials and the importance of considering teachers, schools, and students’ needs to create resources.

Finally, when I interviewed students they reinforced once again the magnitude of informed contextualised materials, since they responded:

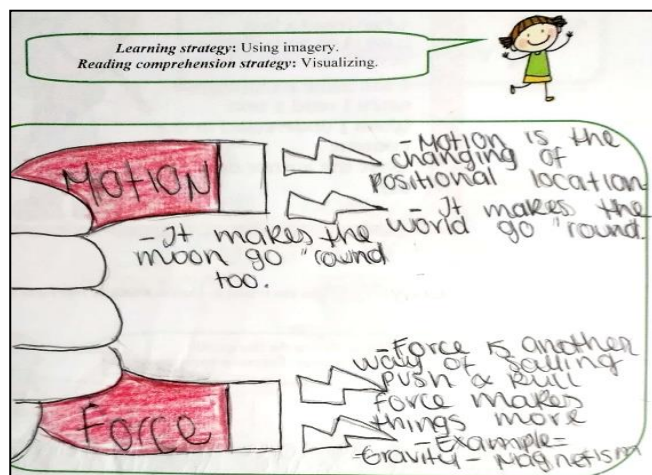
“The materials that you give us, gave us, helps us to understand better our theme” [sic]  
***(Focus group interview, student C).***

## MATERIALS FOR READING COMPREHENSION

“last year the speeches that I made were not that good, but with the workshop that we did of the speech I. Like, I know how to do it good” [*sic*]  
*(Focus group interview, student N).*

With reference to this, Núñez and Téllez (2009) asserted “effective materials make learners feel comfortable and confident because both the content and type of activities are perceived by them as significant” (p. 184). The statement highlights the relevance of informed and contextualised resources when teaching and learning. On the other hand, materials also need to offer students different alternatives to support self-investment, which is the core of the second subcategory.

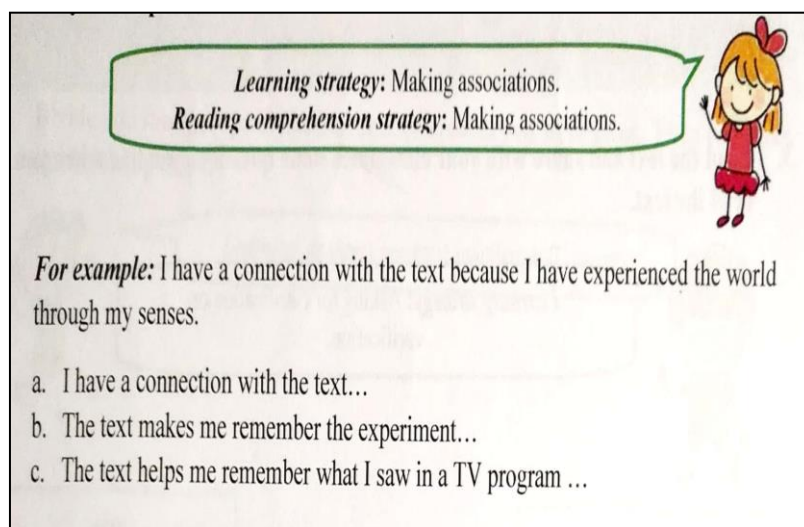
***Strategy-based learning activities with a communicative purpose.*** This second subcategory unveils the impact of activities whose purpose is to communicate with the text using reading comprehension strategies. Since strategies offer the opportunity for students to monitor their own process and to consciously use “specific actions, behaviours, steps, or techniques students use... to improve their progress in apprehending, internalizing, and using the L2 (Oxford, 1990, p. 273), I decided to create and implement materials with these characteristics. As described in the previous chapter, I pondered upon the best way to introduce reading strategies that help students face these materials, so cartoon characters were the solution to this question as illustrated in the students’ artefacts:



*(Student’s artifact, worksheet No 4, activity 3)*



## MATERIALS FOR READING COMPREHENSION



*Learning strategy: Making associations.*  
*Reading comprehension strategy: Making associations.*



*For example:* I have a connection with the text because I have experienced the world through my senses.

- a. I have a connection with the text...
- b. The text makes me remember the experiment...
- c. The text helps me remember what I saw in a TV program ...

***(Student's artifact, worksheet No 2, activity 4)***



They facilitated the girls' comprehension of the text and guided them during the process.

According to Núñez, Téllez and Castellanos (2017a), "These materials developed by teachers help students recognise their own learning process and raise their awareness of learning strategy" (p. 36). By affording overt actions or steps the students become conscious about the kind of things they should do to carry out any language activity, as evinced in the self-assessment of two students.

My worksheet... <i>Mi guía...</i>	It does 	It can be better 
Offers explicit learning and reading comprehension strategies. <i>Ofrece claras estrategias de aprendizaje y de comprensión lectora.</i>	✓	
Presents varied activities that were attracted to me in relation with the unit of inquiry. <i>Presenta actividades variadas que me gustaron y estaban relacionadas con la unidad de indagación.</i>	✓	
Provides with tasks where I can use L2 language. <i>Me provee con tareas donde puedo usar el Inglés.</i>	✓	

***(Student's artifact self-assessment, worksheet No 2, activity 9)***

## MATERIALS FOR READING COMPREHENSION

My worksheet... <i>Mi guía...</i>	It does 	It can be better 
Offers explicit learning and reading comprehension strategies. <i>Ofrece claras estrategias de aprendizaje y de comprensión lectora.</i>	✓	
Presents varied activities that were attracted to me in relation with the unit of inquiry. <i>Presenta actividades variadas que me gustaron y estaban relacionadas con la unidad de indagación.</i>	✓	
Provides with tasks where I can use L2 language. <i>Me provee con tareas donde puedo usar el Inglés.</i>	✓	

***(Student's artifact self-assessment, worksheet No 2, activity 9)***

In the worksheets, students used the strategies suggested by the character to interrelate with the text. It is important to consider here once again the definition of reading comprehension as a way to interact with the text and understand what the author has to say, in connection with the readers' emotional and cognitive context; in other words, reading comprehension has a communicative purpose because the information is shared by the writer and the reader.

During the process, the students first understood that the learning strategies and the reading strategies were vital in their learning process, as demonstrated in the excerpts below.

"I told them, the reading comprehension strategies were useful since they taught them how to interact with the text" [*sic*]

***(Field notes, worksheet No 1, section 1).***

After some other sections, the students started to orally express their perceptions about the strategies:

"I stopped to explain every single strategy and started to ask some random questions to verify how students perceived the use of strategies to read, they commented they helped them to "play with the text over and over again" [*sic*].

***(Field notes, worksheet No 3, section 4).***

In the end, students consciously used them to get the information they needed whether for their presentations or for their daily activities at school:

"So they use their knowledge and their strategies more than skills, I'd say they used the strategies to understand the text" [*sic*]

***(Field notes, worksheet No 5, section 6).***

## MATERIALS FOR READING COMPREHENSION

Afterwards, students showed progress by growing their autonomy when developing the activities as they internalized the strategies and started to intentionally utilize them.

Similarly, during the focus group interview students expressed the favorability of learning strategies as it follows:

“Student D: we felt good with those strategies, because sometimes we can get lost in the activities that we are making, or we don’t understand the instruction, or something like that... so with those strategies we can guide ourselves for knowing what do we need to do” [*sic*]

*(Focus group interview, student D).*

“we can apply in some other things, for us to know what we need to do”

*(Focus group interview, student C).*

Just like the evidence showed before, students confirmed that strategies are actions that support self-investment as a SLA principle that is utterly accomplished with their use, “they infer from these experiences how to use strategies when the teacher is not available” (Israel & Duffy, 2014, p. 29). Therefore, they learn how to monitor and guide their own learning process by enhancing the independence the strategies offer.

The first category with its corresponding subcategories showed materials support in the learning process as for self-investment and left and right brain lateralization, which is also understood as an important component of the inquiry process. Now it is relevant to consider the second category concerning games’ virtues and drawbacks.

**Merits and demerits of the spin wheel games.** There are numerous studies about games in language learning and language teaching; however, the number decreases when addressing challenges games could origin. To this respect, the data emerged in this study corroborated that spin wheel games, the ones that supported teachers created materials here, unveiled positive and negative issues concerning emotional engagement in language learning.

First, spin wheel games can help students feel at ease, which is one of the second language acquisition principles I intended to foster during the development and

## MATERIALS FOR READING COMPREHENSION

implementation of the worksheets. Indeed, “Game-informed practices give students an opportunity to learn concepts in a situated manner” (Rankin, Gold & Gooch, 2006, p. 35).

Meaning that spin wheel games provide learners with different chances to learn and facilitate second language acquisition.

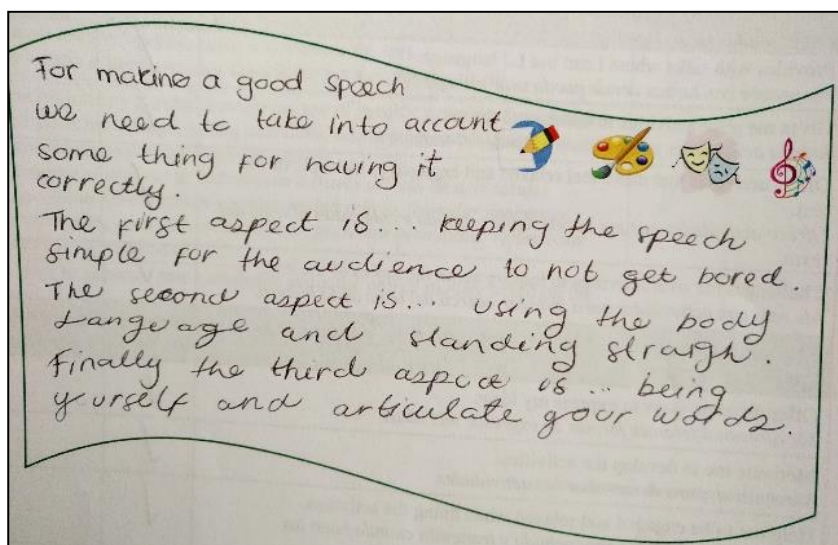
Nevertheless, when games do not foster emotional engagement, they could be an obstacle to enhance the SLA principle stated before. To this respect, Godwin (2014) argued that “if language learning can be tied to popular forms of gaming in a way that does not inhibit its enjoyment, that’s a winning situation both for students and educators” (p. 13). It is important to consider that spin wheel games can impede delight by proposing tasks, activities or experiences students do not feel comfortable with or that inhibit enjoyment. This situation relies on the fact that not everyone is willing to the completion of actions that do not match with their personalities, for example, a shy student can feel exposed by performing. Thus, it is important to go in depth in this category by explaining the subcategories embedded in it.

*Spin wheel games for spontaneous and meaningful language use.* Games in general terms motivate students and are purposeful for learning since they intend to give opportunities for meaningful language use. Indeed, this characteristic allows learners to use language in a natural and significant way. With reference to games, Castrillón (2003) asserted that “games are interesting for children and motivate them to communicate in the new code” (p. 60). In this case, spin wheel games motivated the majority of students and encouraged them to use different kind of actions, such as, singing a song, creating a game, and they like to understand the texts and to use the new language they acquired from reading as portrayed in the following examples:

## MATERIALS FOR READING COMPREHENSION



*(Spin wheel image)*



*(Student's artefacts, worksheet No 6, activity 7)*






The first picture shows the spin wheel game with different actions, the ones located in the colored papers, for students to use the language in different and significant situations. The second picture shows a text summary created by a student using one of the activities

## MATERIALS FOR READING COMPREHENSION






contained in the spin wheel game. In this way “Games motivate children to take an active part in language learning by getting involved in the construction of their own knowledge”

(Castrillón, 2003, p. 61), besides as Cuervo, Reyes, Torres and Urrea (2000) stated they support understanding different kind of knowledge. In this study, the spin wheel games had specific actions that permitted students to construct their learning by using English in various and meaningful manners.

Considering what the students also expressed in the self-assessment: The spin wheel games offered different ways to express their ideas. These two students’ self-assessment below show that spin wheel games also motivate and help students feel relax.

The spin wheel games ... <i>Los juegos de ruleta...</i>	It does 	It can be better 
Offer different ways to express my ideas. <i>Me ofrecen diferentes formas de expresar mis ideas.</i>		
Motivate me to develop the activities. <i>Me motivan para desarrollar las actividades.</i>		
Help me to be engaged and relaxed when doing the activities. <i>Me ayudan a sentirme enganchada y tranquila cuando hago las actividades.</i>		

*(Student’s artefacts self-assessment, worksheet No 6, activity 9)*

The spin wheel games ... <i>Los juegos de ruleta...</i>	It does 	It can be better 
Offer different ways to express my ideas. <i>Me ofrecen diferentes formas de expresar mis ideas.</i>		
Motivate me to develop the activities. <i>Me motivan para desarrollar las actividades.</i>		
Help me to be engaged and relaxed when doing the activities. <i>Me ayudan a sentirme enganchada y tranquila cuando hago las actividades.</i>		

*(Student’s artefacts self-assessment, worksheet No 6, activity 9)*

It was innovating for them to have different ways to express themselves since:



## MATERIALS FOR READING COMPREHENSION

“As 501 students, my 502 girls found motivating the different ways the wheel offered to express their ideas” [sic]

**(Field notes, worksheet No 1, section 2)**

Through the development of the worksheets and the way they carried out the activities it was noticeable they were using the language with activities that meant for them.

“Student A told me, in my old school we needed to write and just write, doing something like this is more fun and easier” [sic]

**(Field notes, worksheet No 3, section 4)**

The student here made evident not only the SLA principles referred to provide opportunities for communicative purposes in L2, fostering thereby language use, but also demonstrated that learning a foreign language requires thinking of diverse means to use it. In addition, during the implementation of the six worksheets supported by the spin wheel another issue appeared:

“they started to acquire vocabulary so their speaking started to be better to express themselves”. [sic]

**(Field notes, worksheet No 5, section 6).**

This last evidence from the field notes highlights the fact that the spin wheel games generated a base to use language in a spontaneous and meaningful way. This is connected to the idea that “using the game activity helps to overcome the fear of spontaneous communication in the target language” (Nazarova & Galiullina, 2016, p. 16). Hence, the students not only reinforced their reading comprehension but also acquired more vocabulary they included in their class conversations.

Similarly, during the interview the students orally expressed the positive influence of spin wheel games for language use:

“I think that spin wheel is very good because it gave a lot of ideas, and we represented that like with our knowledge and also I think like the activities were really good” [sic]

**(Focus group interview, student F).**

## MATERIALS FOR READING COMPREHENSION

When there is something meaningful they express it as positive for them. Another student mentioned:

“The games were important because of all the option that that spin wheel gave us, we can also learn more kind of things” [*sic*]  
*(Focus group interview, student I).*

It means that for students the spin wheel games fomented language use and meaningful learning. However, the spin wheel games sometimes hindered affective engagement due to the students’ personalities as it can be seen in the second subcategory below.

*Affective bounces for the completion of learning activities.* This subcategory concerns the positive and negative emotional impact of the spin wheel game during the students’ learning process. On the one hand, students felt motivated because they were doing different activities that helped them use language differently, and it encouraged students to be creative and resourceful to interact with the texts in the materials. On the other hand, students sometimes refused to do the activities since they felt not comfortable with the action it proposed, resulting in emotional disengagement.

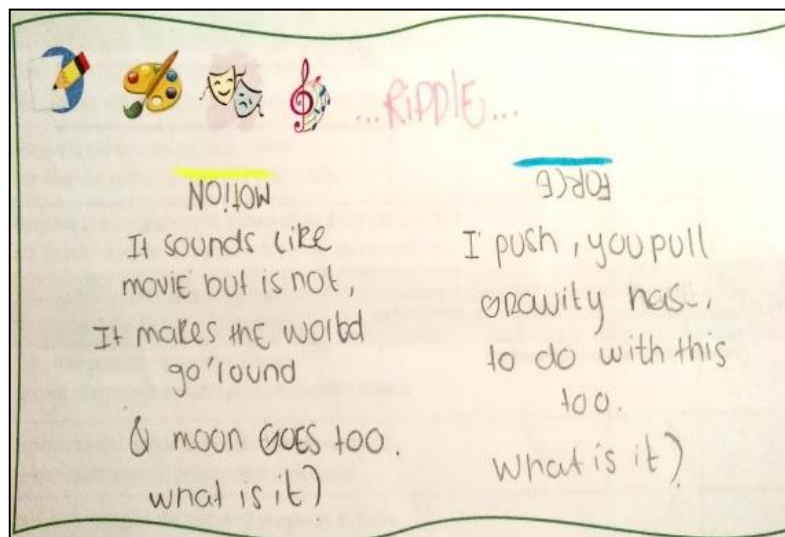
As to the advantages of spin wheel games, during the implementation of the worksheets supported by them, the data emerged confirmed the theoretical framework; games decrease anxiety, facilitate language learning, propitiate language use, among others.

They also achieve impact, through novelty, variety, attractive presentation and appealing content that is the other SLA principle used in this study. All these features motivate students to do the activities and learn faster, since they feel engaged and challenged. “This shows us the benefit of the play component for facing learning situations that at the beginning made them feel insecure” (Castrillón, 2003, p. 63). It means that materials and

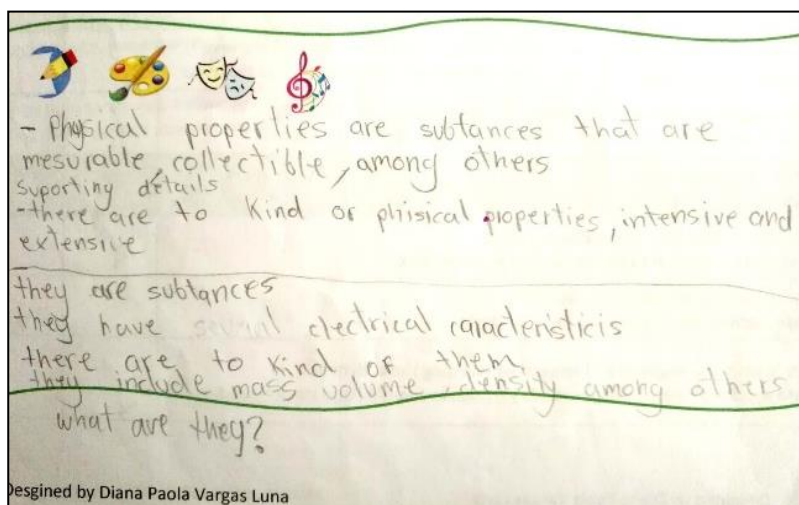


## MATERIALS FOR READING COMPREHENSION

teaching situations supported by games such spin wheel ones, benefit students by making them more confident and helping them to be aware about their progress in learning. When the students play and do different things they can accomplish any task including reading comprehension as exhibit in the following students' artefacts on next page.








*(Student's artefacts, worksheet No 3, activity 7)*








*(Student's artefacts, worksheet No 2, activity 8)*

## MATERIALS FOR READING COMPREHENSION

Students were able to summarize the text by using a riddle, which indicates they understood and had the possibility to show their product in an innovative way. On the contrary, some students felt discouraged to do the activities, they showed this aspect in the self-assessment using different marks. As it shows the two evidences on next page.

The spin wheel games ... <i>Los juegos de ruleta...</i>	I do 	I can improve 
Offer different ways to express my ideas. <i>Me ofrecen diferentes formas de expresar mis ideas.</i>		
Motivate me to develop the activities. <i>Me motivan para desarrollar las actividades.</i>		
Help me to be engaged and relaxed when doing the activities. <i>Me ayudan a sentirme enganchada y tranquila cuando hago las actividades.</i>		
Designed by Diana Paola Vargas Luna		

*(Students' artefacts self-assessment, worksheet No 6, activity 9)*

The spin wheel games ... <i>Los juegos de ruleta...</i>	I do 	I can improve 
Offer different ways to express my ideas. <i>Me ofrecen diferentes formas de expresar mis ideas.</i>		
Motivate me to develop the activities. <i>Me motivan para desarrollar las actividades.</i>		
Help me to be engaged and relaxed when doing the activities. <i>Me ayudan a sentirme enganchada y tranquila cuando hago las actividades.</i>		
Designed by Diana Paola Vargas Luna		

*(Students' artefacts self-assessment, worksheet No 6, activity 9)*

This information illustrates that teachers should be careful with games design or implementation. Since the spin wheel games displayed different actions, some students felt exposed if they had to do the challenge. Even though, various studies points gamers discouragement because of the visual layout or the lack of challenges; in this study, what I

## MATERIALS FOR READING COMPREHENSION

found was another cause, disengagement can occur due to social exposure or personality traits. In general, Redondo and Martin (2015) stated that several factors may affect engagement with games such as the teacher's personality, the students' personality and their attitude. Likewise, Galiullina and Nazarova (2016) said "if group members are not willing to participate in the game and shy role of communication, this exercise will be ineffective" (p. 12). That is games as an unproductive tool, if they go against the student's personality or the way they feel in a group.

Additionally, students proposed alternatives to do actions that suited better for their emotional attitude. In the following excerpts from the field notes, one of the students told me when she had to summarize the text with the technique in the spin wheel:

"I am not good at singing, I do not want to sing" [sic]  
(*Field notes, worksheet No 2, section 3*).

The activity interfered with her emotions and abilities causing discouragement. Concerning this kind of affective answers, Anyaegbu, Ting and Li (2012) stated that some students "felt that the traditional teaching method was their ideal method" (p. 160). It means they feel better if they present results not with games, but with a written text. Confirming in this way, that according to personal traits some students work better with traditional methods different from games. Similarly, during this study another student mentioned:

"Pao, we do not want to create a song to summarize the text, can we write a paragraph and read it aloud, I am not that good" [sic]  
(*Field notes, worksheet No 4, section 5*).

Once again, abilities and personal traits confirm that activities proposed by spin wheel games can propitiate c onhanges emotional engagement with games. Hence, students proposed alternatives to avoid this type of ups and downs by addressing new games:

## MATERIALS FOR READING COMPREHENSION

“Maybe online games, like doing puzzles, right? Something like that. But like a game that is online, that is free, but on the computer” [*sic*]  
(*Focus group interview, student M*).

“but also out of the worksheets playing some games like in the board such as hangman or creating different games but with the spin wheel, because I consider that is a good way of learning”  
(*Focus group interview, student G*)

The students; however, dealt with the emotional bounces by proposing possibilities that allowed completion of learning activities. Now that games aspects were analyzed, it is important to continue with the examination of reading comprehension.

**Explicit strategy instruction for reading comprehension.** This category concerns the SLA principle related to self-investment for students to develop curiosity and self-discovery. For reading comprehension, I provided students with seven specific strategies that supported their interaction with the writings (making connections, asking questions, visualizing, getting the main idea quickly, inferring and summarizing). These gave students explicit cognitive actions that allowed them to interact with the texts independently.

Reading strategies are crucial for students and help them to be successful with comprehension, like Graesser (2007) affirmed, “Reading strategies... are essential, not only to successful comprehension, but to overcoming reading problems and becoming a better reader and comprehended” (p. 34). Overt strategy teaching and learning support the students to surmount their difficulties and to interact independently with any text they face.

The teacher researcher should provide students with strategies for learners to asses any learning activity, the objective in skills like reading is to give students the necessary tools for them to use on a daily basis. As envisioned by McDonough, et al. (2013), “We also need to help our learners become aware that they should match reading strategies to reading purpose” (p. 114). That means, once students learn the strategies to interact with the text they become

## MATERIALS FOR READING COMPREHENSION

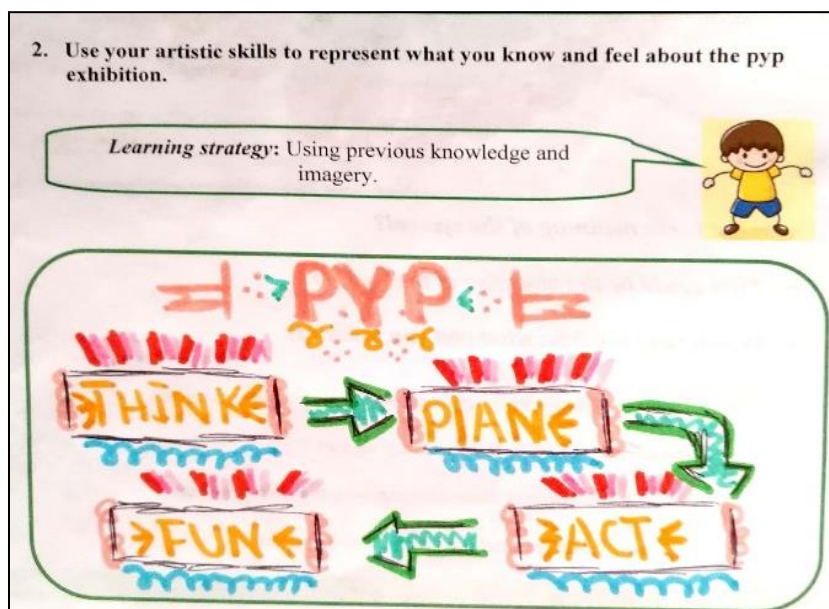
competent readers by understanding that the strategies are flexible, and need to accommodate according to the kind of text they are reading. In fact, explicit strategies help students to understand that specific actions like using images and recalling prior information support their interaction with the text.

***Prior knowledge and imagery to make connections.*** This subcategory addresses to the fact of using information the student already has to build reading comprehension; it also refers to the mental images the students produce when reading a text. These two aspects combined allows the learner to make connections and to facilitate reading comprehension. To this respect, Adams and Bruce (1982) asserted that “comprehension is the use of prior knowledge to create new knowledge. Without prior knowledge, a complex object, such as a text, is not just difficult to interpret; strictly speaking, it is meaningless (p. 37). Hence, previous information about the text becomes substantial for the student to interact with it, since the learner is not an empty receptor of information. It means, “when new information is integrated with knowledge, a better, more stable understanding results” (McNamara, 2001, p. 58). It means that details and new aspects that come from the texts are easier to digest, in terms of comprehension, when the students have the opportunity to connect it with their prior knowledge; in this way, they not only acquire new knowledge, but also confirm if what they knew before was accurate or inaccurate.

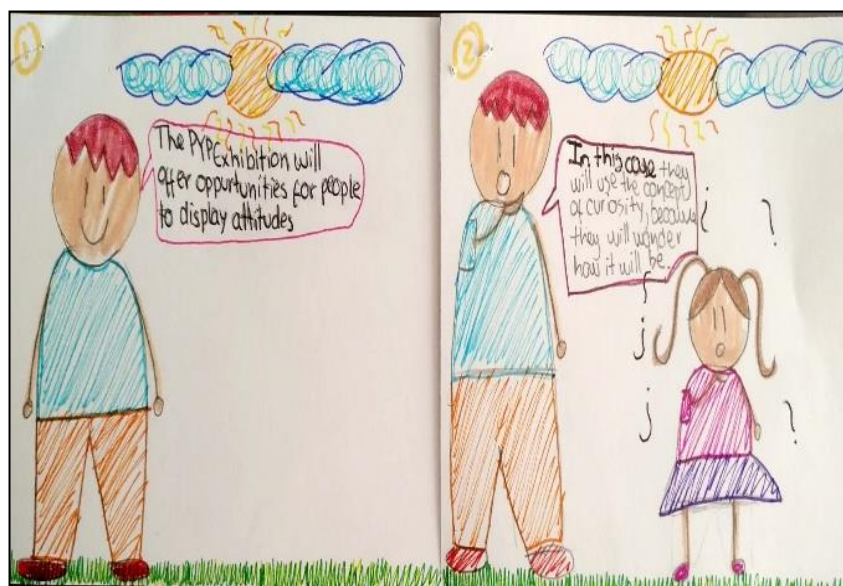
Nevertheless, Yin (1985) truthfully mentioned that having more or less familiarity with the text could affect comprehension, that is why prior knowledge it is not the only component for comprehending, it is also using imagery.

The two students’ artefacts on next page, can show students used both elements to comprehend the text.

## MATERIALS FOR READING COMPREHENSION



*(Students' artefacts, worksheet No 6, activity 9)*



*(Students' artefacts, Worksheet No 5, activity 2)*

Using both prior knowledge and imagery provide students with opportunities to better interact with the text. It relies on the fact that reading comprehension cannot only contemplate prior knowledge. As I mentioned before the more previous knowledge the student has, the

## MATERIALS FOR READING COMPREHENSION

better their comprehension will be and yet, if the students do not know about the topic they make few or none connections with the text.

Taking into account this, visual imagery is significant for reading comprehension because it helps the students make connections with what they knew before. It guaranties a better understanding of the text; hence, mental imagery facilitates access to prior knowledge and therefore enhances the ability to infer and make text relevant predictions (Gambrell, 1981, p. 7). The two elements together facilitate making connections and so, the students are able to deduce what the text will account for. Concerning this Tomlinson (2000) stated “in other words, using mental imagery...is not only what we do during language use but also what we do to learn” (par. 11). As the scholar mentioned, both reading comprehension strategies are not only for the reading skill, but also for learning in general terms. Such relevant aspects were portrayed during the self-assessment that each student filled independently.

The reading comprehension activities... <i>Para desarrollar lectura comprensiva...</i>	I do	I can improve
Take into account my prior knowledge. <i>Genera alternativas variadas para comprender el texto.</i>	✓	
Proven me with opportunities to make connections. <i>Provee oportunidades para generar conexiones.</i>	✓	
Help me to imagine the text using images or pictures. <i>Me ayuda a imaginar el texto usando imágenes o dibujos.</i>	✓	
Developed by Paola Vargas Luna		

***(Student's artefacts self-assessment, Worksheet No 5, Activity 9)***



## MATERIALS FOR READING COMPREHENSION

The reading comprehension activities... <i>Para desarrollar lectura comprensiva...</i>	I do	I can improve
Take into account my prior knowledge. <i>Genera alternativas variadas para comprender el texto.</i>	X	
Proven me with opportunities to make connections. <i>Provee oportunidades para generar conexiones.</i>	X	
Help me to imagine the text using images or pictures. <i>Me ayuda a imaginar el texto usando imágenes o dibujos.</i>	X	

***(Student's artefacts self-assessment, Worksheet No 5, Activity 9)***

For instance, when working on worksheet one, a student used her prior knowledge about the word finite to make a connection with the text, she said:

“is like time, if finite resources is something with a specific amount, so time is a finite resource” [sic]

***(Field notes, worksheet No 1, section 2).***

Once they started to read the text and understand some definitions, they used images to summarize or infer some lines of the text. It is important to remember “imagery may increase the capacity of working memory during reading by assimilating details and prepositions” (Rose et al., 2000, p. 56). For this reason, during the explicit strategies this was constantly suggested. As to using imagery, another student stated:

“Pao, for me, I love drawing and it helps me remember the text is like making pictures put the text in my memory” [sic]

***(Field notes, worksheet No 4, section 5).***

This confirms that prior knowledge together with images support students making connection and facilitate their comprehension of the text.

Finally, students orally expressed during the focus group interview that



## MATERIALS FOR READING COMPREHENSION

“for example, in fourth grade I couldn’t read very fast, in this moment I improved, and I think it was because of the strategies we used for that” [*sic*]  
**(Focus group interview, student I).**

Students felt that explicit strategies, in this case, using prior knowledge and imagery to make connections, supported their improvement in reading. In addition, another student expressed the positive impact of these strategies in other subjects:

“we used them to math to understand better the problems, but also not in a specific language, but in every single language, for example when we are reading the books or something like that to understand better in English, Spanish, Portuguese, French” [*sic*]  
**(Focus group interview, student G).**


During the process, these strategies demonstrated their substantial benefits for reading because the students applied them to their lives. They found suitable the strategies for learning and they constructed new knowledge by including them when they read any kind of text in any subject. They also supported their inquiry learning process by giving them chances to ask, wonder, confirm among others.

***Inquiring to infer and synthesize.*** This second subcategory refers to the use of strategies to investigate the text, resulting in understanding what the author implies and in summarizing what is read. Granted that most of the times an expository text is difficult to understand since “is decontextualized and is normally written to inform the reader about new concepts, generic truths, and technical material” (Graesser, Singer & Trabasso, 1994, p. 372). In this study, the students used the reading comprehension strategies to acquire some information that supported their interaction with the text; in this case, they asked questions about the text, they had outdoor activities to experiment, as the following students’ artefacts show:

## MATERIALS FOR READING COMPREHENSION

**Provocation and prior knowledge** (in of the classroom)

1. Look at the video. Described what you observed in the man. Do you know him?  
<https://www.youtube.com/watch?v=MxYUJGmBXU8>

 *Learning strategy: Making connections*

*Martin Luther King talks about that we all are equal, it doesn't matter your skin color, or if you are woman or man, we all are human beings.*

*(Students' artefacts, Worksheet No 5, Activity 1)*

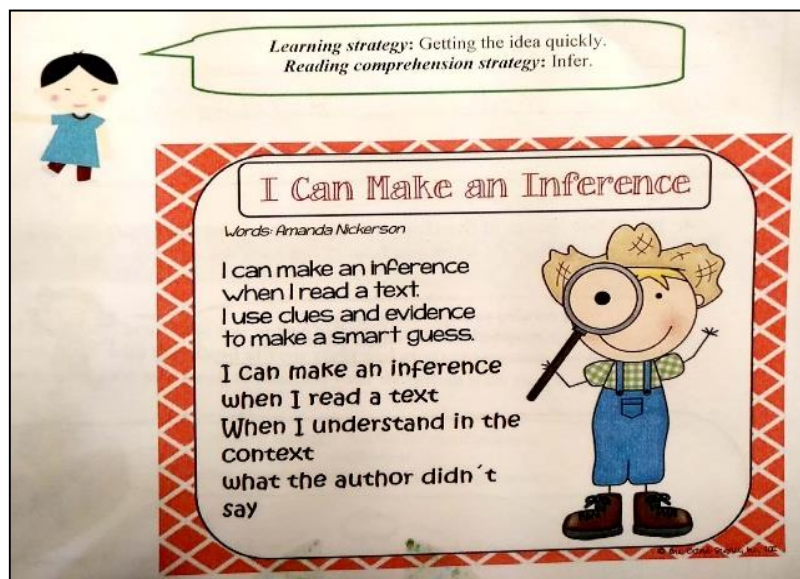
**Provocation and prior knowledge** (out of the classroom)

1. Go to the park with your teacher. First play "Tug of war". Then play in the slide. Finally push each other by using both of your hands at the same time. Sit down on a circle and orally discuss with your teacher what kind of forces do you think you used in each game. How did you see motion there?

*(Students' artefacts, Worksheet No 3, Activity 1)*

Students had contextualized activities that helped them to infer what it was not explicit in the text. However, to support that process, I included a prompt for students to comprehend what inferring meant, so they could go along the process of interacting with the text, to see how that it works, as the following example shows.

## MATERIALS FOR READING COMPREHENSION

*(Student's artefacts, Worksheet 3, Activity 5)*

The students used the strategies to inquire into issues that supported the texts they read, it means they used the knowledge about reading comprehension strategies to infer because “Such relational knowledge is necessary for inferencing” (Anderson, Richard & Pearson, 1984, p. 20). Therefore, strategies can foster inquiry into relational aspects that facilitates the students’ inferencing process. It is important to give students specific guided activities, such as reading comprehension strategies, to enhance their understanding of texts and the use of brain lateralization as one of the SLA principles mention.

Foster questioning and reasoning. <i>Promueve la formulación de preguntas y la reflexión.</i>	X	
Assist me to read between the lines (infer). <i>Me asiste para leer entre líneas (inferir)</i>	X	

*(Student's artefacts self-assessment, Worksheet No 4, Activity 6)*

## MATERIALS FOR READING COMPREHENSION

Foster questioning and reasoning. <i>Promueve la formulación de preguntas y la reflexión.</i>	✓	
Assist me to read between the lines (infer). <i>Me asiste para leer entre líneas (inferir)</i>	✓	
Offer opportunities to summarize the text with my own words. <i>Ofrece oportunidades para resumir el texto usando mis propias palabras.</i>	✓	
Offer overt reading comprehension strategies. <i>Me provee con estrategias claras de comprensión lectora.</i>	✓	

***(Student's artefacts self-assessment, Worksheet No 5, Activity 8)***

Additionally, the use of reading comprehension strategies to foster inquiry also gave students more tools to summarize the texts, and get the main idea as well as the most important aspects. To this respect, when starting the implementation, I jotted down:

“Students struggled when summarizing the text, this confirmed me once again the answer in the survey, students’ needs a specific strategy and more than that, needs specific instructions to summarize a text” [*sic*]

***(Field notes, Worksheet No 2, section 3).***

They did not know how to synthesize a text, so I decided to implement overt reading comprehension strategies for their discovery and learning. Nonetheless, at the end of the process students started to sum up the text on their own:

“and summarizing the text is also something that they learned. In this final worksheet, I discovered that way you add some prompts or boxes... is easier for students to apply these kind of the strategies” [*sic*]

***(Field notes, Worksheet No 6, section 7).***

In other words, at the end of the implementation, students knew how to summarize a text, and they obtained such results by using explicit reading comprehension strategies that first helped them to inquire with the objective of inferring and shortening the text.

Correspondingly, the students express their joy with the strategies when they expressed:

## MATERIALS FOR READING COMPREHENSION

“Paola: What is the reading comprehension strategies that you remember the most, or that you consider the most important or that you used the most?”

Student D: I think that summarize eh... because eh. there is a lot of opportunities when you for example you read a book and then you are going to summarize the book, like for example if other person wants to know what is about the book, you are not going to talk all the book but you are going to summarize”. [sic]

*(Focus group interview, student V).*

“I also think that summarizing and making questions because if you read, you may ask questions if you answered them you are going to be more informed that before, and also summarizing because yes, telling other people about you reading a book, and article or something like that” [sic]

*(Focus group interview, student G).*

In conclusion, to analyze the process of understanding a text using explicit reading comprehension strategies, which is the third research objective in this study, it is relevant to recognize that overt reading comprehension strategies guide the students and enables their interaction with the text. Since “comprehension monitoring studies demonstrate the potential for strategies that activate prior knowledge to enhance comprehension before reading or that teach students to use ongoing strategies to help process texts as they read” (Gersten et al., 2001, p. 284). Reading strategies here, as it was previously stated, are actions or cognitive conscious activities that facilitates comprehension and fosters self-investment as well as supports those who have difficulties to comprehend a text.

## **Chapter V**

### **Conclusions and Pedagogical Implications**

The fifth chapter presents the conclusions based on data analysis and address the three constructs involved in this action research study, which are materials development, spin wheel games and reading comprehension. Moreover, it shows the pedagogical implications for the Gimnasio Femenino, the Institution where I carried out my investigation, the implications for me as a teacher researcher and as a materials developer. Finally, it states the limitations of this study and possible research questions for further studies.

#### **Conclusions**

Firstly, the worksheets I created and implemented supported students' self-investment using explicit strategies to solve different reading comprehension activities. Indeed, they support what Núñez et al., (2009) and Oxford (1990) considered by offering students specific strategies that allow students to make progress and monitoring their own learning. They considered the student's whole context making a connection with the methodological approach of the school, the themes they were working and the information they needed for the grade. Bearing in mind what Becerra (2006), Duarte, Escobar (2008), Núñez, Pineda, Téllez (2004), Núñez, Téllez (2009), and Rico (2012) stated about the relevance of considering the whole context to create materials or resources culturally influenced; in this study I can determine that the materials created by the teachers need to prioritize students' needs. They also need to take into account what the learners may need and use, becoming in this way and answer to the eurocentrism of materials nowadays.

Secondly, the spin wheel games confirmed what some scholars such as Camargo and Lacera (2001), Núñez (2010), Sorensen and Meyer (2007) and Wright et al. (1984), stated,

## MATERIALS FOR READING COMPREHENSION

they are crucial to decrease, in most of the cases, students' anxiety and blockages towards the contents and make language learning more likely. This type of games offered learners different possibilities to express themselves; they provided innovative activities for reading comprehension. As to the aspects mentioned, Núñez and Téllez (2009) argued that "the degree of acceptance by learners that teaching materials have may vary greatly according to the novelty, variety, presentation and content used by them" (p. 184). Indeed, the worksheets created for them involved newness, diversity and original presentation when using a spin wheel game to support the strategies the students used to face and enjoy the materials. In this order of ideas, the spin wheel games made students feel at ease with reading. However, the activities that were embedded in the spin wheel games also made evident that emotional engagement and motivation can substantially decrease, if the activities do not match with the students' personality.

Third, reading strategies favored the process of reading comprehension. Given that Pardo (2004); Snow (2002); and Woolley (2011) defined reading comprehension as a process of interaction reader-text, the strategies facilitated students' interaction with the passages and articles in the worksheets. The learners understood not only the main idea, the author's intention, the details the text had, but also, they were able to summarize and to read between the lines with the objective of getting what the sentences and words meant. Prior knowledge, using imagery and overt strategies showed reading comprehension as a natural process where specific actions could guide the student's interaction with the text.

### **Pedagogical Implications**

The implications for the students and institution were the ones that follow: first, they gave students materials specially designed for them; the worksheets supported the topics they

## MATERIALS FOR READING COMPREHENSION

were studying during the school year. Second, they offered students' specific strategies they were able to use on a daily basis and to transfer to other subjects. Third, the institution adopted the materials, specifically the spin wheel games, for using it as a tool in fourth and fifth grade in the English room. As attested by Núñez et al. (2009) "To provide language learners with meaningful high-quality input... facilitates learner's language learning targets" (p. 16). It means that the materials had a positive impact in Gimnasio Femenino's fifth grade students since they assisted their learning process with contextualized materials, specially created for them.

The implications for me as teacher researcher and as a materials developer were positive too. As Mora, Trejo and Roux (2014) held "we actively construct ourselves through reflection and action" (p. 51), through the action research I conducted I constantly challenged myself to create materials suitable for my students and institution needs, I repeatedly observed, collected data, analyzed, inquired and reflected upon my own practices and about my students' responses to the materials. These aspects permitted my professional development and increased my confidence and motivation to foster reading comprehension; this action research gave me the satisfaction of observing students' evolvement. In this way, Núñez et al. (2009) affirmed that "reflecting is the first step to find ideas to develop appealing learning activities as well as to focus teachers' attention to improve their teaching practice and so develop as teachers" (p. 20). Therefore, this reflection is relevant in our practices as teachers because it permits us to carefully overserve our context to find possibilities for our professional development.



## MATERIALS FOR READING COMPREHENSION

### **Limitations**

During the action research, I had three main limitations: school social events, preconceptions and students' absence. The first had to do with all the events the school planned and that decreased the time for the worksheets implementation. Considering this situation, I constantly rescheduled the activities and changed some elements in the worksheets. The second is about assuming, I thought fifth grade students knew how to infer or summarize; however, the majority of them lacked this knowledge so I had to adjust the materials by adding information boxes. Nevertheless, this limitation also became an opportunity to reflect and develop my materials.

As for the students' absence, it was another limitation since some of them missed the classes for different reasons. However, it is important to clarify that the data obtained here were based on a sample previously considered for the study.

### **Further research Questions**

Once I concluded my research some questions arose from the data and information obtained. How does the implementation of board games can foster critical reading in primary students? What does the implementation of reading comprehension strategies unveil about vocabulary building? How does the age of the participants affect engagement or disengagement with games for language learning? These questions may offer an opportunity for further investigations and possibly further theories that might support our teachers' practices.

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## MATERIALS FOR READING COMPREHENSION

### Appendix A

#### Survey

Dear student as a part of my master's degree process, I would like to invite you to answer some questions related to materials supported by spin wheel games for reading comprehension. The answers are not going to be graded, so that I suggest responding with honesty all of them. Remember they are confidential and they are useful to carry out a study which pretends to foster your reading comprehension process.

1. What is your biggest problem with reading? (check your answer in the correct blank)

	Very serious	moderate	slight
• Identifying the authors intention	_____	_____	_____
• Understanding main idea	_____	_____	_____
• Understanding details	_____	_____	_____
• Summarizing what is in the text			
•			

2. How do you feel when you do not understand a text? (tick your answer, you can choose more than one)

- Hopeless \_\_\_\_\_
- I feel powerless \_\_\_\_\_
- I feel sad \_\_\_\_\_
- I feel challenged \_\_\_\_\_
- I think is an opportunity to inquire \_\_\_\_\_

3. What could be a possible class activity to support you for reading comprehension? (you can choose more than one option)

- Reading every single day \_\_\_\_\_
- Working on specific strategies for reading comprehension (imaging, inferring, summarizing...) \_\_\_\_\_
- Getting the meaning of unknown vocabulary. \_\_\_\_\_
- Reading aloud \_\_\_\_\_

## MATERIALS FOR READING COMPREHENSION

4. Have you been taught these strategies? Choose yes or no, depending on your case.

	YES	NO
• Making connections with prior knowledge	_____	_____
• Drawing or picturing what you read in the text	_____	_____
• Asking questions about the text	_____	_____
• Wondering what a tense is referred to	_____	_____
• Getting the most important ideas	_____	_____
• Summarizing what is in the text	_____	_____

5. Do you think reading comprehension is important for...? (choose one option).

math \_\_\_\_\_ english \_\_\_\_\_ social studies \_\_\_\_\_  
 science \_\_\_\_\_ arts \_\_\_\_\_ all of them \_\_\_\_\_

6. I think that games for learning are... (you can choose more than one option)

- very useful
- appropriate to support what I do not understand
- ways to make me feel calm
- not necessary
- other \_\_\_\_\_

7. How do you feel when teachers use games in a class (write numbers from 1 to 5, being 1 the most evident and 5 the least evident)?

- I learn faster \_\_\_\_\_
- I have fun \_\_\_\_\_
- I feel motivated \_\_\_\_\_
- I do not have a sense of time \_\_\_\_\_
- I feel nothing \_\_\_\_\_

8. What kind of games do you know are useful to learn English? (you can choose more than one option)

## MATERIALS FOR READING COMPREHENSION

- Chinese whisper \_\_\_\_\_
- Tongue twisters \_\_\_\_\_
- Spin wheel games \_\_\_\_\_
- Other \_\_\_\_\_

9. I consider games should have.... (you can choose more than one option)

- Specific objective or goal \_\_\_\_\_
- Have rules \_\_\_\_\_
- Opportunities to take turns \_\_\_\_\_
- Tasks that challenge me \_\_\_\_\_
- Attractive presentation \_\_\_\_\_
- Something to write \_\_\_\_\_

10. Do you think games can help you with reading comprehension?

I agree \_\_\_\_\_

I disagree \_\_\_\_\_

I do not know \_\_\_\_\_

11. I find my reading plan... (choose one option)

- difficult \_\_\_\_\_
- boring \_\_\_\_\_
- challenging \_\_\_\_\_
- amusing \_\_\_\_\_
- not useful \_\_\_\_\_

12. What kind of materials work better to help you with reading comprehension? (you can choose more than one answer)

- Books \_\_\_\_\_
- Games \_\_\_\_\_
- Worksheets created by the teacher \_\_\_\_\_



## MATERIALS FOR READING COMPREHENSION

- Flashcards \_\_\_\_\_
- Handcraft activities \_\_\_\_\_

13. I think my worksheets should have.... (write numbers from 1 to 6, being 1 the most important and 6 the least important)

- Activities that foster my curiosity \_\_\_\_\_
- An attractive presentation \_\_\_\_\_
- Opportunities to share with my friends \_\_\_\_\_
- Provoking activities \_\_\_\_\_
- Activities for inquiring \_\_\_\_\_
- Activities that help me be comfort \_\_\_\_\_

14. I understand better a text when my materials have... (write numbers from 1 to 6, being 1 the most important and 6 the least important)

- pictures \_\_\_\_\_
- explicit strategies to do the activities \_\_\_\_\_
- enjoyable activities \_\_\_\_\_
- diverse activities \_\_\_\_\_
- group activities \_\_\_\_\_
- individual activities \_\_\_\_\_

15. I prefer to work with .... (choose one option)

- Just the books of my school \_\_\_\_\_
- Worksheets to understand the texts of my school \_\_\_\_\_
- Games to understand the texts of my school \_\_\_\_\_
- My teacher next to me to understand the books of my school \_\_\_\_\_

## MATERIALS FOR READING COMPREHENSION

## Appendix B

### Focus Group Interview Questions

**Main questions**

1. How have you been involved in research?
2. Look back the process and tell us your warmest memory. (The most enjoyable memory.)
3. Look back of the research. What went particularly well?
4. What needs improvement?
5. If you were inviting a friend to participate in, what would you say in the invitation?
6. Suppose that you were in charge and could make one change that would make the research better. What would you do?
7. What can each one of us do to make the process better?

**Specific questions**

1. Were the strategies given in the worksheets useful for you? Why?
2. Tell me about positive experiences you've had while making part of the research?
3. Tell me about disappointments you've had with the research?
4. Do you consider the games were important for the development of the worksheet? Why?
5. If you could create another game to support the development of worksheets? What would it be? Why?
6. How do you feel with materials specially designed for you? Why?
8. Of all the things we've talked about, what is most important to you?
9. Do you consider you can apply some of the things in some other contexts? How?

**Sample of charts to fill in with information**

Question 1	Girls answers

## MATERIALS FOR READING COMPREHENSION

**Appendix C**  
**Informed Consent**

Bogotá, octubre de 2016

Coordinadora

**Gisela Toro**

Coordinadora de Escuela Primaria

Colegio Gimnasio Femenino

Respetada Coordinadora

Como es de su conocimiento en este momento me encuentro cursando la Maestría en Educación con énfasis en didáctica del inglés, en la Universidad Externado de Colombia y estoy interesada en llevar a cabo una investigación sobre el impacto de hojas de trabajo basadas en juegos con ruedas giratorias, para mejorar la comprensión lectora en segunda lengua.

Parte del proceso de la investigación requiere la participación de las estudiantes de grado 502 quienes harán parte de la muestra del estudio. Es relevante mencionar que con el fin de proteger su identidad y respetar su anonimato no se usarán nombres ni ningún tipo de información confidencial en posteriores publicaciones donde se mencionen los resultados de la investigación. Es igualmente necesario comentarle que los padres y las estudiantes serán igualmente informadas sobre este estudio y sus implicaciones, a través de una forma de consentimiento. Adicionalmente, el colegio Gimnasio Femenino también tendrá la oportunidad de consultar e indagar sobre el proceso del estudio, cuando así sea requerido.

Debido a lo anteriormente mencionado, solicito amablemente me sea concedido la posibilidad de realizar este estudio que tendrá el objetivo de mejorar los niveles de comprensión lectora de los estudiantes, así como aportar sugerencias que podrían ser implementadas en nuestras prácticas pedagógicas como profesores.

Respetuosamente,

**Paola Vargas Luna**

Profesora Unidad de Indagación

## MATERIALS FOR READING COMPREHENSION

**Gimnasio Femenino****Teacher-created Materials Supported by Spin Wheel Games for reading comprehension****Investigadora: Diana Paola Vargas Luna****Directora de Tesis: Astrid Núñez Pardo M.A.****Consentimiento Informado****Apreciados Padres de Familia:**

Como profesora, investigadora y estudiante del programa de Maestría en Educación con Énfasis en Didáctica del Inglés de la Universidad Externado de Colombia, suscrita al grupo de investigación llamado *Critical Pedagogy and Didactics for Social Transformation*, estaré llevando a cabo un estudio sobre lectura. El propósito de esta investigación es observar y describir el impacto de hojas de trabajo basadas en juegos con ruedas giratorias, sobre el proceso de comprensión lectora en inglés como lengua extranjera.

Por tal motivo, se seleccionarán algunas estudiantes pertenecientes al grado 502 del Gimnasio Femenino, quienes están en proceso de continuar perfeccionando sus niveles de comprensión de textos en inglés pertenecientes a las áreas de inglés, matemáticas, ciencias y sociales.

Es importante que ustedes sepan que esta investigación mantendrá y respetará el anonimato de las estudiantes, así como su integridad; no se usarán por tanto nombres propios o información confidencial que pueda comprometer a las estudiantes una vez se analicen los datos y se publiquen en posteriores documentos.

De igual forma, es importante aclarar: primero que la no participación en cualquier momento de la implementación no generará ningún inconveniente en el proceso escolar de las estudiantes; segundo, las niñas tendrán la posibilidad de indagar sobre su propia participación durante el tiempo de desarrollo de la investigación y tercero este estudio les brindará herramientas para potenciar sus niveles de comprensión lectora en inglés.

Para cualquier aclaración e información solicitada en relación con la investigación y su proceso, pueden comunicarse al correo electrónico: [diana.vl@gimnasiofemeniNoedu.co](mailto:diana.vl@gimnasiofemeniNoedu.co).

Yo, \_\_\_\_\_ padre y/o madre de  
\_\_\_\_\_ identificado con CC

\_\_\_\_\_ he leído con detenimiento este consentimiento informado y he sido informado de la participación de mi hija en la investigación de la profesora Paola Vargas Luna. De igual forma, tengo conocimiento acerca de la difusión y publicación de los resultados producto de la investigación y estoy de acuerdo con su socialización en la comunidad académica. Finalmente, acepto mi participación en la investigación y firmo a continuación dando mi aprobación y consintiendo con lo anteriormente estipulado.

Yo \_\_\_\_\_ estudiante de grado 502, conozco la información sobre el estudio que se llevará a cabo y acepto mi participación en la investigación y firmo consintiendo mi participación en lo mencionado previamente.

Yo, \_\_\_\_\_ como investigadora he informado y aclarado al participante acerca del procedimiento de la investigación, sus implicaciones y beneficios. Así

## MATERIALS FOR READING COMPREHENSION

mismo, he dado respuesta a preguntas por parte del participante en relación con la investigación.

---

Diana Paola Vargas Luna, octubre de 2016.

## MATERIALS FOR READING COMPREHENSION

**Appendix D**  
**Field Notes Form**

<b>School:</b> Gimnasio Femenino  <b>Students:</b> 501	<b>Date:</b>	<b>Topic:</b> Piloting <b>Section:</b> 1	<b>Complementary Materials:</b> Worksheets Spin wheel	<b>Workshop # 1:</b> Finite resources definiton
<p><b>Research question:</b> What do the design and the implementation of teacher -created materials supported by spin wheel games, unveil about reading comprehension in fifth graders of a bilingual private school?</p> <p><b>General research objective:</b> To explore the results of designing and the implementing teachers-created materials supported by spin wheel games in fifth graders' reading comprehension of a bilingual private school.</p>			<p><b>Specific objectives.</b> a) To assess teacher-created materials appropriateness and usefulness as resources to improve students' language learning in relation with reading comprehension in the EFL classroom; b) to describe the effect of spin wheel games as a motivating teaching tool in enhancing reading comprehension; and c) to analyze the process of understanding a text using explicit reading comprehension strategies.</p>	
<b>General Observations</b>			<b>Analysis</b>	
<u><b>Materials Development</b></u>				

MATERIALS FOR READING COMPREHENSION

<u>Games</u>	
<u>Reading comprehension</u>	